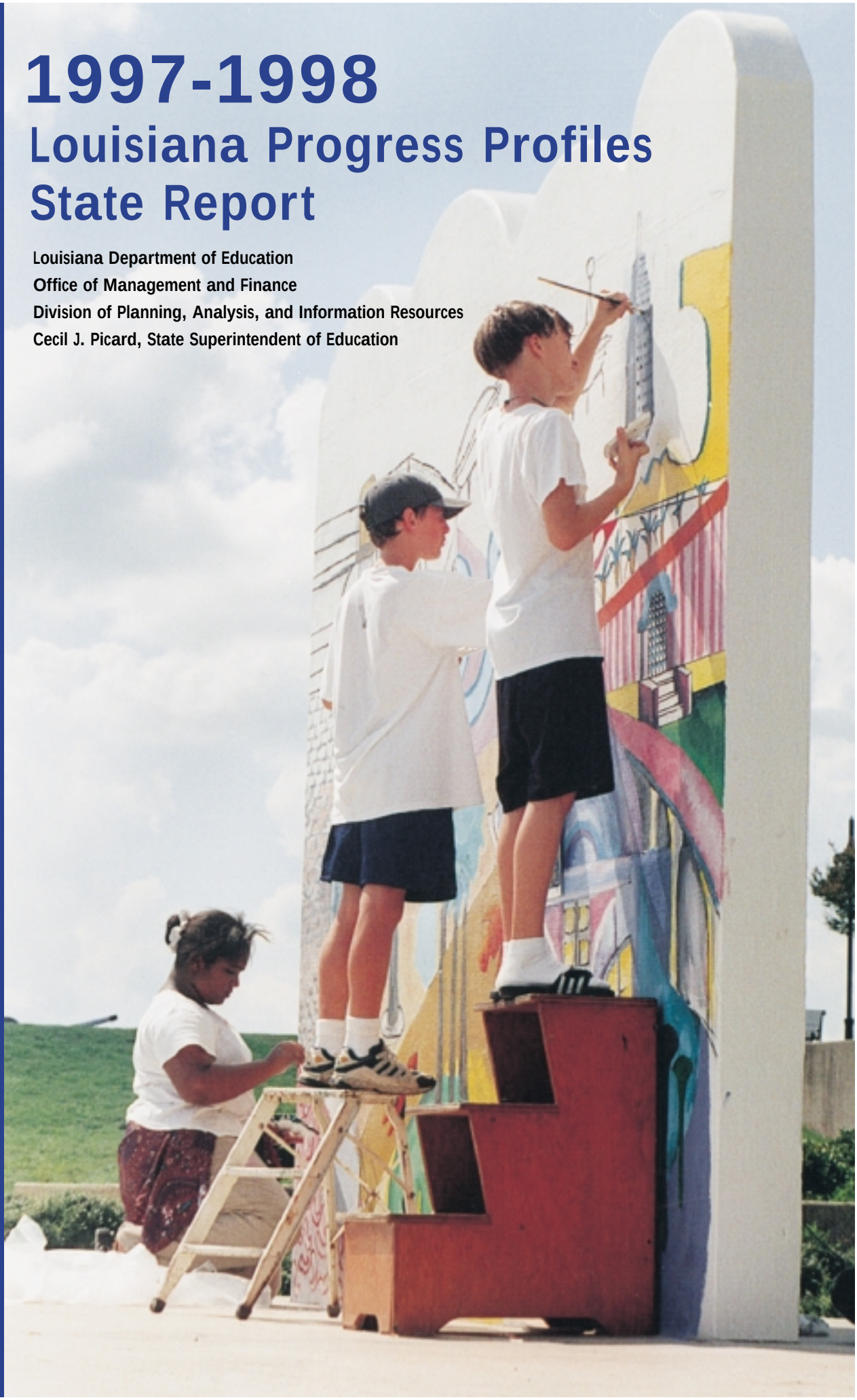
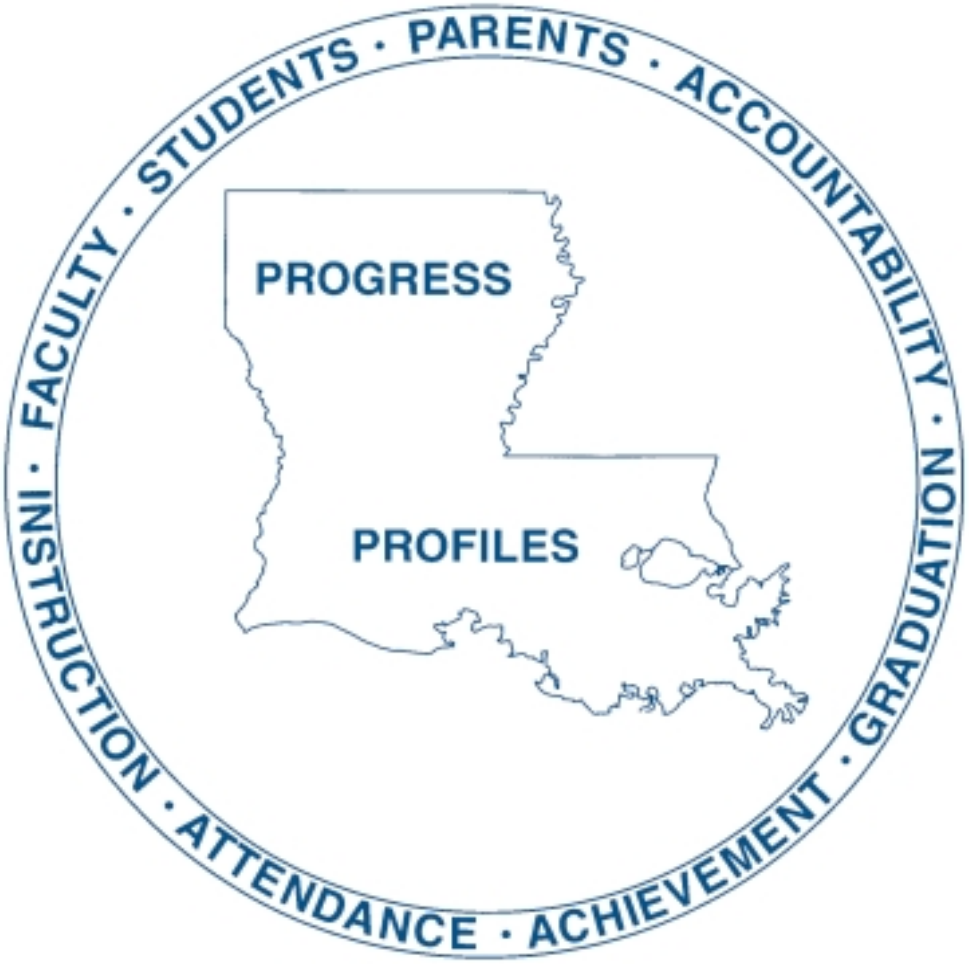
1997-1998
Louisiana Progress Profiles
State Report

Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources
Cecil J. Picard, State Superintendent of Education





We wish to express our appreciation to the students and staff of the schools at which the pictures were taken. Our appreciation is also extended to all the photographers.

Cover photo: Ammie Foster, Kyle Goldrich and Josh Nee work on a mural as part of a project to paint what they think Baton Rouge will look like in 2020. These students are participants in East Baton Rouge Parish Gifted and Talented Program. Photographer: *The Advocate*, Mandy Lunn

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May 1999

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Office of Management and Finance
Division of Planning, Analysis, and Information Resources
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The Louisiana Department of Education
Would like to dedicate the *1997-98 Progress Profiles State Report*
To the memory of
Mr. Clifford G. Baker (1934-1999)
For 36 years of dedicated service to the Children of Louisiana
As a teacher and principal of St. James Parish Public Schools
And as a member of the State Board of Elementary and Secondary Education

Table of Contents

List of Exhibits

List of Exhibits - cont'd

A Word From
Your State Superintendent

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
http://www.doe.state.la.us

On behalf of the State Board of Elementary and Secondary Education, the Louisiana Department of Education (LDE) is pleased to present the 1997-98 *Progress Profiles State Report*. This report, the ninth in a series of annual reports, provides policymakers, educators, parents, and the general public an overview of public education in Louisiana.

As the primary providers of education to our children, our public schools and districts have a primary responsibility for student learning and achievement. Through the introduction of a new accountability program, schools will be scored on achievement, attendance and dropouts. We are expecting noticeable benefits to result from such programs. Consequently, this *Progress Profiles State Report* and the detailed *District Composite Report* have become increasingly important sources of school performance data.

The information included in these reports forms the basis for the LDE and the public school systems to analyze the effectiveness of educational programs and services offered to our children. These reports are intended to raise awareness of the status of public education in Louisiana, assist in assessing the effectiveness of schools and school systems, and provide a basis for educational planning and program improvement.

We all have a stake in the quality and effectiveness of our education system. It is a major force behind the quality of our lives and prosperity for our state. This report shows that although we are making measurable progress in some key areas, such as decreases in class size, there are still many challenges to overcome. For example, we need to achieve much better results on national tests such as The Iowa Tests and the ACT. More of our students must be able to read at their grade levels, and we need to further reduce our dropout rates.

Educational improvement requires active participation from everyone. I strongly encourage communities, local education agencies, educators, teachers, parents, students, policy makers, and other stakeholders to become actively involved in setting high standards and goals and to adjust strategies and resources to target problem areas. Our ultimate goal is to better educate our children and prepare them for the challenges and opportunities ahead.

Cecil J. Picard
State Superintendent of Education

"An Equal Opportunity Employer"

Executive Summary

The following provides a brief summary of the findings and analysis of the educational data for Louisiana during the 1997-98 school year. The sections following this executive summary provide further detail on each education performance indicator.

- Statewide, 34% and 39% of the classes had 1-20 students and 21-26 students respectively, while only 26% of the classes had 27 or more students.
- Percent of faculty members with advanced degrees (masters and above) which has been on the decline since 1991, was 39.8% for the 1997-98 school year.
- Statewide, the attendance rate for 1997-98 was 93.4%, a decrease of 0.30% from 1996-97. The state attendance rate, in terms of absenteeism, represents an average of roughly 52,000 students (7% of the total student population) who were absent from school for every school day for the entire year.
- Statewide, both the in-school and out-of-school suspension rates have increased during the 1997-98 school year. The overall rates were 7.8% for in-school and 10.5% out-of-school suspensions. The suspension rates represented a total of 61,311 and 83,256 students who had been suspended in-school and out-of-school respectively, at least once during the 1997-98 school year.
- Additionally, in-school and out-of-school expulsion rates also increased as compared to 1996-97. The 1997-98 expulsion rates for in-school and out-of-school were 0.13% and 0.49% respectively. Statewide, a total of 4,915 students were expelled (either in-school or out-of-school) which was almost a 23% increase over 1996-97.
- There has been a significant decrease in dropout rates for 1997-98 as compared to the prior year. Dropout rate decreased for grades 7 through 11 ranging from 13% in grade 10 to 27% in grade 7. In grade 12, however, a slight one percent rate increase was experienced over the previous year. The state average for the combined grades 9-12 was 10.2%, an 11.5% decrease from 1996-97 school year.
- Statewide, 57% of the second graders (33,174 students) and 62% of the third graders (35,215 students) were identified as reading on or above their grade level.
- However, the remaining 43% of the second graders (25,518 students) and 38% of the third graders (21,585 students) were identified as reading below their grade level.
- On the Criterion-Referenced Test (CRT), for 3rd, 5th, and 7th grade, scores declined in both language arts and mathematics, while on the Graduation Exit Exam (GEE), 10th and 11th grade scores increased in language arts, written comprehension, and science.
- For school year 1997-98, The Iowa Tests were adopted to replace the California Achievement Test (CAT/5). Students in grades 4, 6, 8, 9, 10, and 11 were tested for the first time in the spring of 1998. In all grades, the average student in Louisiana scored below the 50th percentile.
- While the national ACT composite score remained constant at 21.0 from school year 1996-97 to 1997-98, Louisiana's average composite score increased from 19.4 to 19.5.

1998 Louisiana School Board Association
"Louisiana" Art Competition Winners

Chris Laizure
College Oaks Elementary School
Calcasieu Parish
5th grade student
Art Teacher: Bobbi Yancey

Dustin Thames
North DeSoto Elementary School
DeSoto Parish
4th grade student
Art Teacher: Carolyn Jarrell

Matt Lowe
Quitman High School
Jackson Parish
10th grade student
Art Teacher: Charlotte Bailey

Introduction

The *Progress Profiles* Program, an integral reporting component of Louisiana's overall educational accountability system, is charged with providing policy-makers, educators, parents, and other stakeholders with valuable information concerning both the inputs and outcomes of public education in Louisiana. The Program, mandated by the 1988 Children First Act, is administered by the Division of Planning, Analysis, and Information Resources, Office of Management and Finance, Louisiana Department of Education.

The *Progress Profiles* Program is founded upon the premise that educational improvement is most successful when stakeholders have access to accurate data on a wide range of factors believed to impact student learning. The indicators included in the *Progress Profiles* were carefully selected due to the fact that they:

- have been shown through school effectiveness research to be related to student learning;
- represent key features of schooling that may be influenced by stakeholders,
- are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential data possible without posing undue reporting burdens at the district or school level.

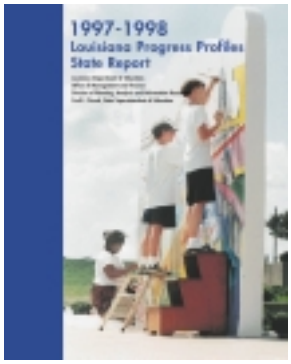
Meeting the Information Needs of Diverse Audiences

With educational accountability, indicator systems must meet the information needs of the many audiences who are education stakeholders. The 1997-98 *Progress Profiles* data have been used to prepare two levels of reports (Exhibit 1). The reports are as follows:

- The *Progress Profiles State Report* provides a comprehensive state-level overview of Louisiana education for policy makers, educators, and stakeholders who need the current snapshot of education performance. When available, two or more years of data are presented to illustrate trends in the indicators.
- *District Composite Reports* (DCRs) are prepared for each of the 66 Louisiana public school districts. Each DCR includes six years of longitudinal data, when available on all *Profiles* indicators. The DCRs also provide extensive documentation on the data sources and calculations used to compute each indicator.

The above *Profiles* were published during the spring of 1999, based on the 1997-98 school year data. All outcome indicators of student performance were derived from one of two student-level data systems: the Student Information System (SIS) and the Louisiana Education Assessment Program (LEAP).

EXHIBIT 1 :
Progress Profiles



The *State Report* provides a state-level overview to policymakers and educators.

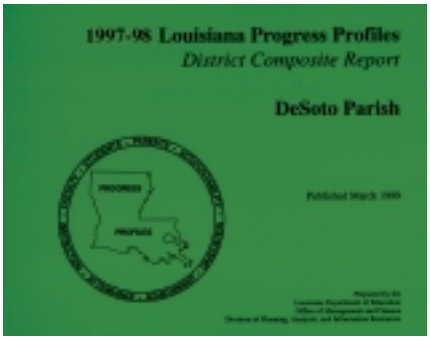
Making Information Relevant and Accessible

The Division of Planning, Analysis, and Information Resources annually re-evaluates the *Progress Profiles* reports to make them more comprehensive, meaningful and understandable to their respective audiences.

To increase public access to this valuable information, materials are distributed as widely as possible.

- A *District Composite Report* is provided to each District Superintendent, School Princi-

District Composite Reports, published in both printed and CD-ROM format, provide detailed information to district policymakers and staff.



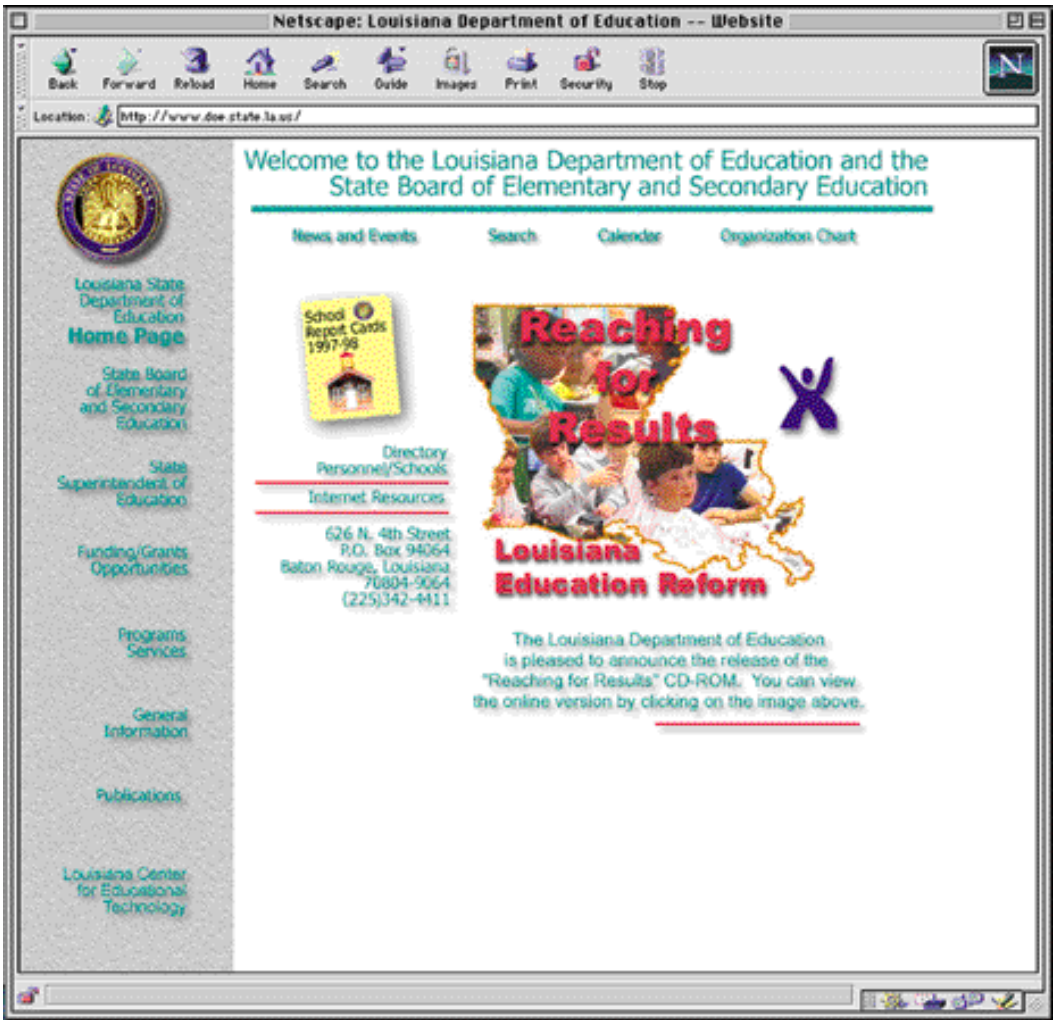
pal and Student Information System (SIS) Coordinator in the state.

- ➢ A complete set of *District Composite Reports* (CD-ROM format) is made available to over thirty public and University libraries around the state.
- ➢ Additional copies of *Progress Profiles* reports are also available to interested parties by contacting the LDE Office of Communications at (225) 342-3600.

Furthermore, all *Progress Profiles* reports are also available on the Department of Education's Web site at **http://www.doe.state.la.us** along with other relevant education material.

Significant Steps Towards School Improvement

The 1997 Louisiana Legislature created ACT 478 mandating the establishment of a statewide school and district accountability system with three main objectives, (a) setting clear and appropriate standards for schools and school districts, (b) providing for technical assistance to schools and school districts in need, and (c) including rewards and corrective actions based on the state-level assessment results. The legislation also provided for the creation of a School and District Accountability Advisory Commission to make recommendations to



Visit the department's website at http://www.doe.state.la.us

the Board of Elementary and Secondary Education (BESE) regarding the structure of the accountability system.

1-*Progress Profiles* Program

With the implementation of *Progress Profiles* Program, a major component of the Children First Act in 1990, the State of Louisiana initiated the first phase of a multi-phase plan to implement educational accountability, attempting to improve the quality of public education in the state. During the past several years, the Department of Education has issued detailed reports (i.e., the *District Composite Reports*) which provided schools and districts with data which could be used for planning and school improvement purposes.

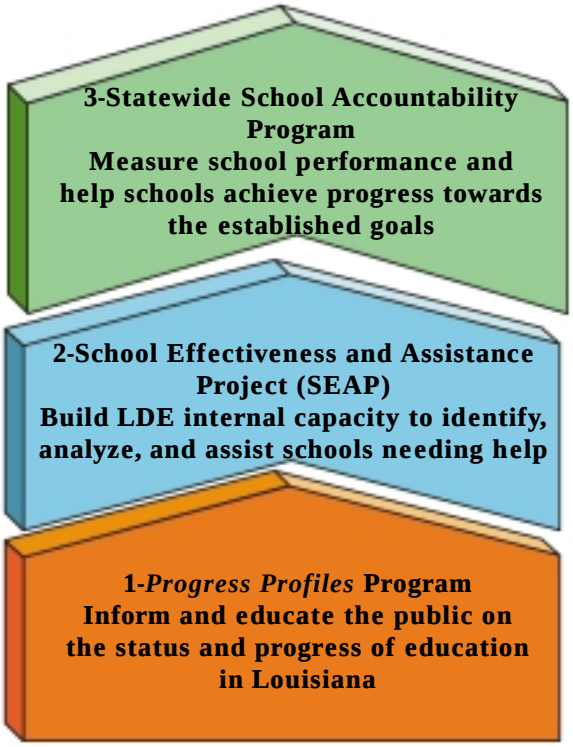
2-School Effectiveness and Assistance Project (SEAP)

The School Effectiveness and Assistance Project (SEAP) was conducted as an initial step towards the creation of the accountability system by helping the Louisiana Department of Education build its internal capacity to (a) identify schools in need, (b) analyze the schools' needs, and (c) provide improvement assistance. The Louisiana Department of Education worked in conjunction with LSU researchers. The project, conducted during 1997 and 1998, achieved its major objectives by accomplishing the following:

- Analyzed 57 schools in 26 parishes with detailed reports generated for each school.
- The assessment included analysis of both process (qualitative) and product (quantitative) indicators of school effectiveness.
- A total of 122 Department of Education staff and the LSU researchers spent an average of 3 days on-site to assess each school.
- The assessment team utilized various data collection methods, including questionnaires; formal and informal interviews with school faculty, students, and parents; focus sessions; and classroom observations.
- Detailed assessment results with specific recommendations were provided to schools and districts.

Findings from this project have already been utilized in the development of the statewide accountability model and the capabilities developed will be further utilized during the full implementation of the statewide accountability program in the next several years.

Phases of Education Improvement Plan

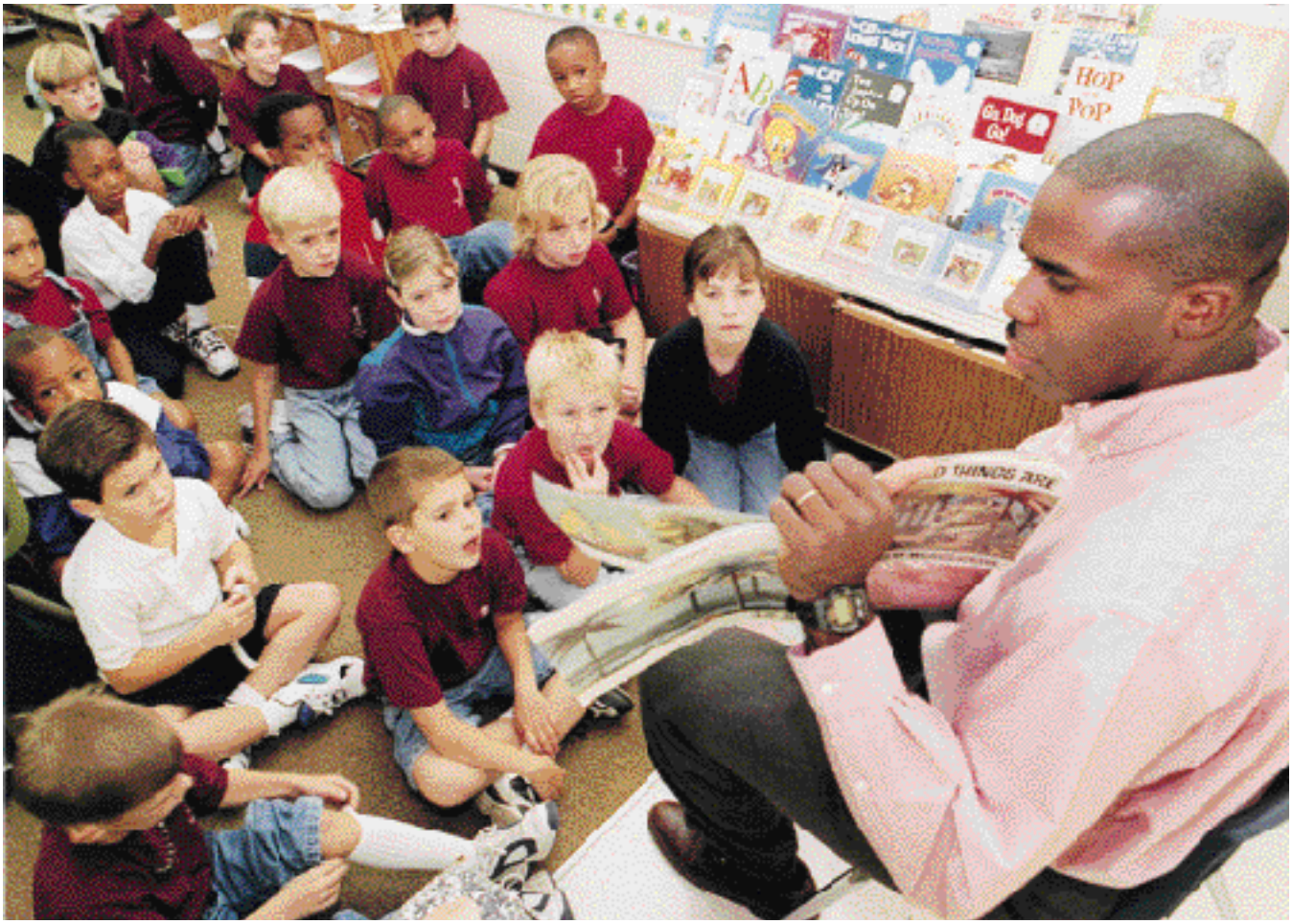


3-Statewide School Accountability System

Starting with 1999, we entered the

third and by far the most important phase of Louisiana's educational accountability and improvement plan, the Statewide School Accountability System. Consistent with the national trend of benchmarking educational progress and as a logical next step in the evolution of the *Progress Profiles* Program, the State of Louisiana has established a statewide accountability program. Specifically, the accountability program will examine each school's progress in terms of the new statewide testing programs (i.e., LEAP 21 and The Iowa Tests) in conjunction with the school's attendance and dropout rates. The Department of Education will calculate a performance score for each public school. Schools are expected to attain pre-established standard levels as well as making positive progress towards both a ten- and twenty-year goal. Rewards will be in place to acknowledge those schools that successfully meet and/or exceed their goals in accordance with the state standard. Corrective actions and assistance will also be administered to those schools which fail to meet the state standards and/or which fail to make positive progress towards the ten and twenty year goals.

The Department of Education is currently in the process of implementing the accountability program with the first set of school report cards due in summer of 1999. The immediate outcomes of this effort are (a) the identification of low performing schools and (b) the development of comprehensive school improvement/assistance plans for all schools. Further, starting with the Fall of 1999, the Department of Education will also issue the parent version of the school accountability report cards and will prepare more detailed reports for school districts and educational researchers.



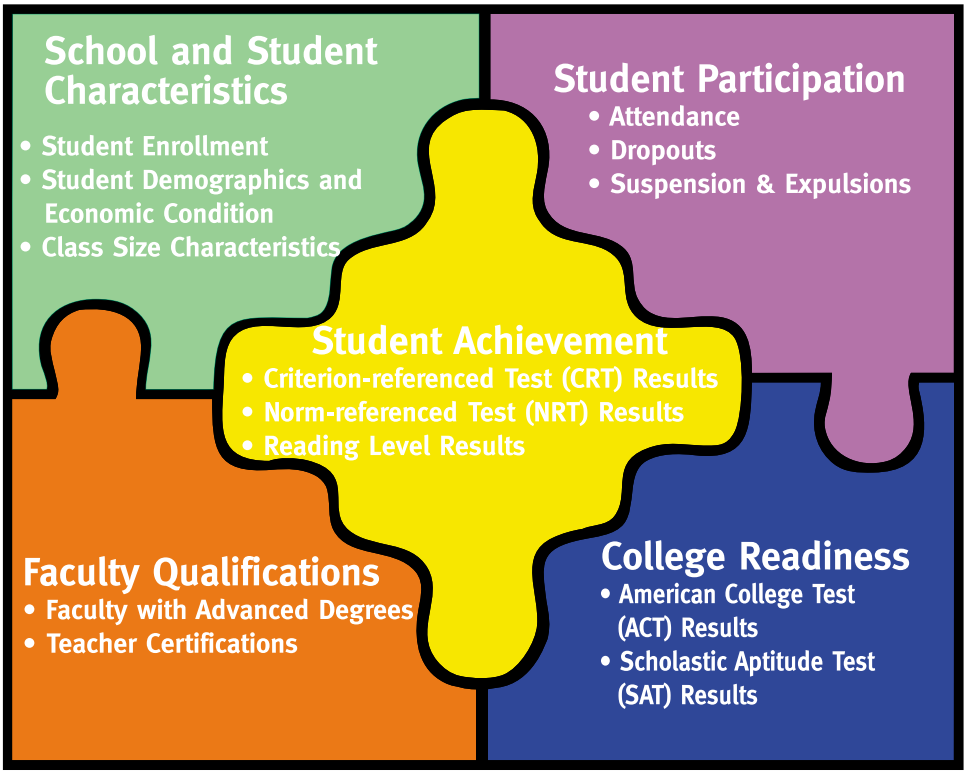
Second-graders at Parkview Elementary, East Baton Rouge Parish, pay close attention as Milton Scott reads them, Where the Wild Things Are, *part of Donuts for Dads Day at the school. Scott's nephew, Garrick Grant is in Ms. Carla Barrow's class.*
Photographer: The Advocate, *Bill Feig*

Progress Profiles Indicators

Education by nature is a complex process impacted by many factors ranging from school setting and quality of instruction, to socioeconomic conditions, as well as various cultural influences. For *Progress Profiles* purposes, this report mainly focuses on factors that affect student learning in a school setting. Consequently, data has been collected on a set of indicators which describe the key characteristics of our public education system to give insights into this complex environment. However, these key characteristics, like the pieces of a puzzle, must be viewed together if they are to provide a more complete picture of the condition of public education.

In 1997-98, the *Progress Profiles* reported the following indicators of school performance:

Key Indicators for *Progress Profiles*



School and Student Characteristics

There are 66 public school districts in Louisiana operating 1,445 public schools. Of these schools, 1,414 schools (almost 98%) are included in *Progress Profiles* reports. The indicator results, averages, and totals in this report reflect the performance of *Progress Profiles* schools unless otherwise noted.

As shown in Exhibit 2, the 1,414 *Progress Profiles* schools had a combined enrollment of 756,618 students and 52,565 faculty members.

EXHIBIT 2: LOUISIANA *PROGRESS PROFILES* SCHOOLS: 1997-98

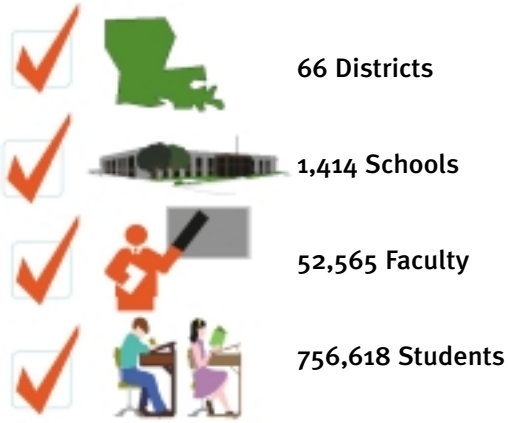
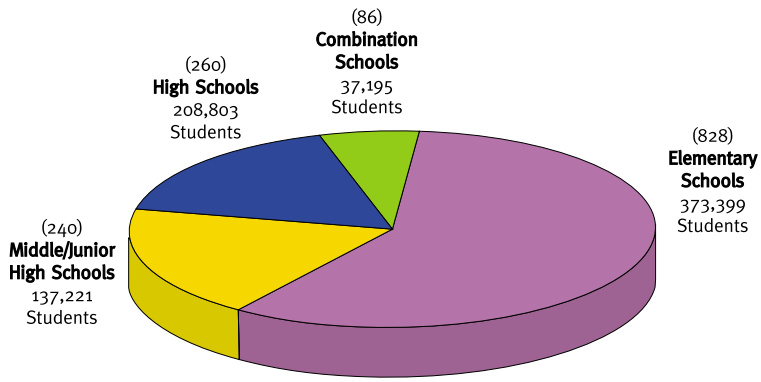


EXHIBIT 3: BREAKDOWN OF PROFILE SCHOOLS: 1997-98



School Categorization

In order to provide an equitable basis for comparing school and district-level results, the *Progress Profiles* schools have been placed into four categories of elementary, middle/junior high, high, and combination schools. The schools have been placed into these categories based on the grade levels they serve. The following provides a definition for each category:

- Elementary--any school whose grade structure falls within the range of kindergarten to eighth grades.
- Middle/junior high--any school whose grade structure falls in the range of fourth to ninth grades.
- High--any school whose grade structure falls within the range of six to the twelfth grades.
- Combination--any school whose grade structure falls within the range of kindergarten to twelfth and is not described by any of the above definitions.

Exhibit 3, examines the categories of *Progress Profiles* schools, as well as the number of students in each category. The number of schools per category is denoted in parenthesis.

Student Enrollment

According to research conducted by the U.S. Department of Education, National Center for Educational Statistics (NCES), public elementary and secondary school enrollments are projected to rise nationwide between 1995 and 2007, but growth will vary widely across the nation. This is due primarily to the rising number of births since 1997. Enrollment will increase most rapidly in the Western and Southern regions, where public school enrollment is expected to rise

17% and 9%, respectively. Among the Southern states, Georgia is expected to experience the largest increase (16%), while West Virginia is expected to show the largest decrease in enrollment (8%). In contrast, enrollment projections for Louisiana indicate an overall decrease of up to 3% between 1995 and 2007 (U.S. Department of Education, NCES, 1996b).

Inline with the predications for Louisiana, public school enrollments statewide have been slowly declining. The overall public student population declined by 1% between 1996-97 and 1997-98. Some of this loss can be attributed to an overall reduction in the school age population in Louisiana, migration of families out-of-state, and the transfer of students to other educational programs (i.e. nonpublic or home-schooling programs).

A more detailed review of the district-level enrollment data indicates that some significant enrollment shifts have occurred in several districts.

- During the 1997-98 school year, almost 88% of the school districts showed enrollment losses with 61% of the districts experiencing a decline of 1% or more. The five districts with the greatest net loss in public school enrollment are shown in Exhibit 4.
- In comparison, only 12% of the districts have experienced either enrollment gains or no changes in enrollment during the 1997-98 school year. The districts with the greatest net gains in student enrollment are shown in Exhibit 5.

Student Demographics and Economic Condition

Student Demographics

Louisiana is a culturally diverse state. The public school student body (Pre-Kindergarten – 12) is comprised of two major ethnic groups: White students (50.3%) and Black students (46.7%). Asians (1.3%), Hispanics

Exhibit 4 : Districts with the Highest Percent of Enrollment Loss: 1996-97 to 1997-98

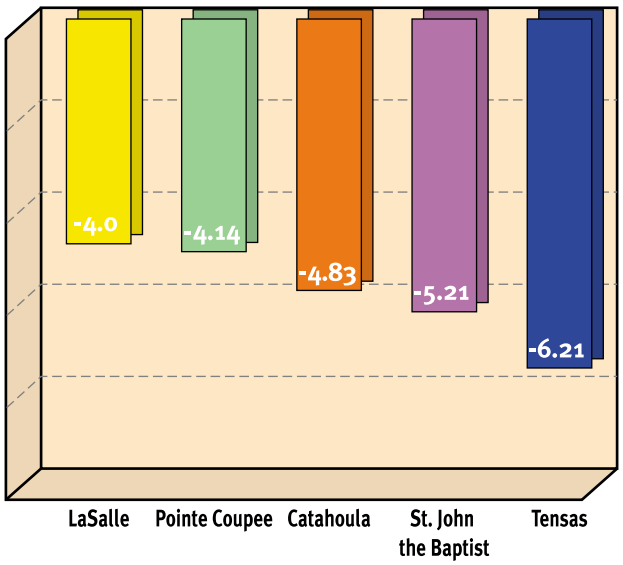
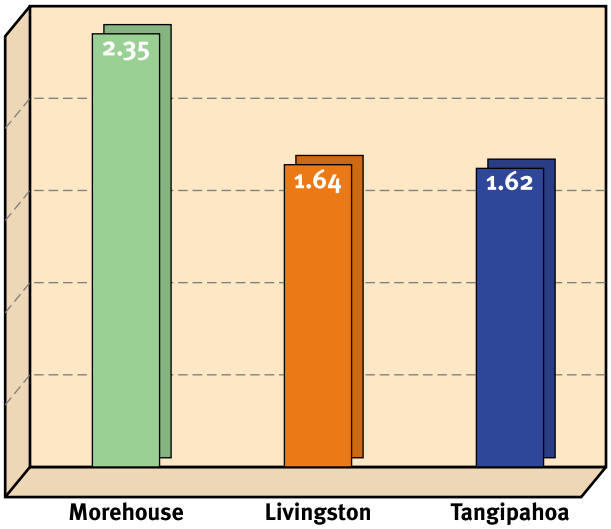


Exhibit 5: Districts with the Highest Percent of Enrollment Gain: 1996-97 to 1997-98



(1.2%), and American Indians (0.6%) make up the remainder of the student body as shown in Exhibit 6. Additionally, male students comprise 51.2% of the total student population as compared to 48.8% female students.

Economic Condition

In educational research, the percentage of students participating in the federally subsidized Free and Reduced Lunch Program is used as an indicator of the economic condition (i.e., relative poverty) of students. The maximum family income for participation in the Free Lunch Program is 130% of the federal poverty level, or, for example, $20,208 annually for a family of four. The family income limit for participation in the Reduced Lunch Program is 185% of the federal poverty level, or $28,860 annually for a family of four.

Exhibit 7 (located on the back inside cover) reports the percentage of the student body (K-12 and non-graded students) who participated in the Free or Reduced Lunch Program for each school district. Statewide, 59.2% of all students received free or reduced lunches during the 1997-98 school year. In 52 out of the 66 districts, at least half of all students participated in the program.

Teacher Qualifications

Qualified and effective teachers play an important role in educating our children. Factors that contribute to teacher effectiveness include formal college experience and advanced education in the subject matters, teaching in one's areas of certification and expertise, and preparation prior to instruction.

Exhibit 6: Ethnic Composition of Public School Student Population: 1997-98

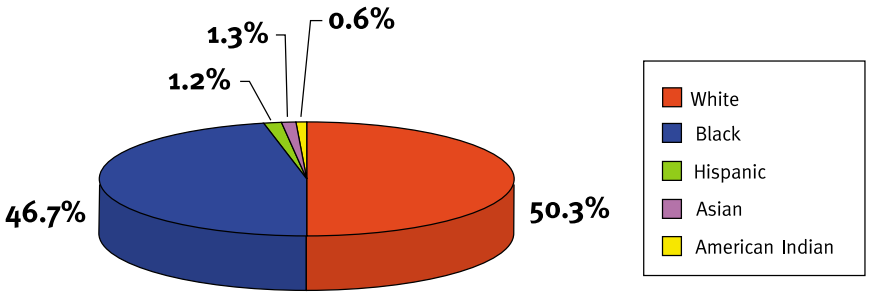
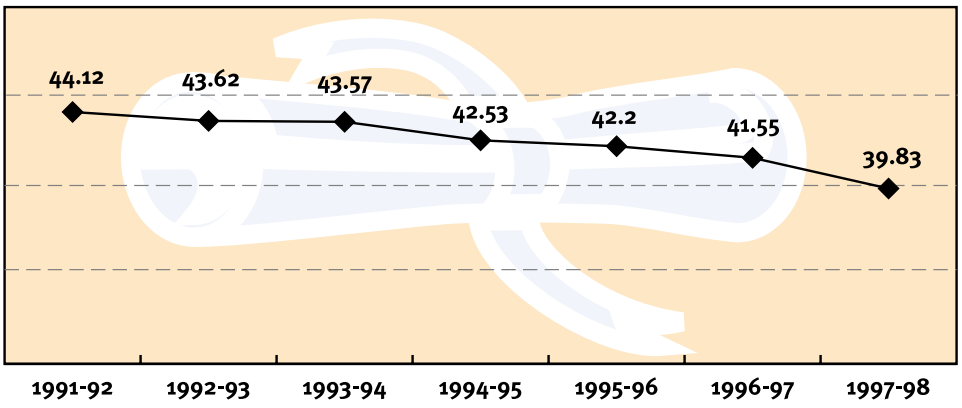


Exhibit 8: Percent of Faculty with a Master's Degree or Higher: 1991-92 to 1997-98



Faculty with a Master's Degree or Higher

Progress Profiles report the percent of faculty holding a master's degree or higher as a reflection of the percentage of instructional staff who have gone beyond minimum education requirements to earn advanced degrees. Faculty members who expand their academic training through further formal education acquire a wider array of skills and knowledge than those who do not.

For this indicator, faculty is defined as all school-based instructional personnel. In addition to full-time classroom teachers, faculty includes principals, assistant principals, guidance counselors, librarians, and other school staff who teach as part of their regular duties.

Findings: Exhibit 8, shows the percent of faculty holding advanced degrees between the 1992-93 and 1997-98 school years.

- An analysis of faculty data indicates a downward trend in the percent of faculty holding advanced degrees, with an overall cumulative drop of 9.7% (4.3 percentage points) since the 1991-92 school year.
- For 1997-98, the percent of faculty members with advanced degrees for the school districts ranged from 24% to 58%, with over half of the schools reporting fewer than 39.8% of their teachers have a master's degree.

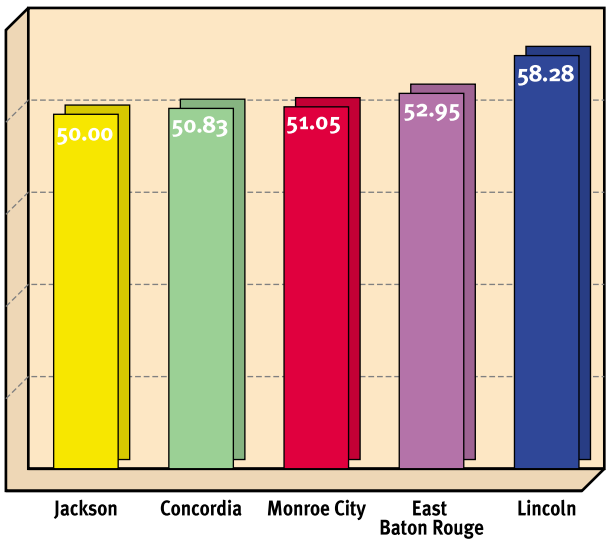
Exhibit 9, shows the districts with the highest percent of faculty members with advanced degrees.

Teacher Certification

Teacher certification data and annual school-level data are submitted by the school districts and compiled for various reports. Recent analysis of such data indicates the following:

- In 1997-98, 12.5% of public school teachers were identified as having non-standard certificates. In other words, approximately 6,754 of the 54,248 faculty were either not certified by the Department of Education or were teaching outside their areas of expertise.

Exhibit 9: Districts with the Highest Percent of Faculty with a Master's Degree or Higher: 1997-98



- Approximately 2,625 of the 6,754 teachers possess certification credentials, but were teaching one or more classes out of their certified field (such as a special education course). The remaining 4,037 teachers were not certified; however, all were required by BESE policy to be working toward state certification.
- Examining the certification data for the past several years, it is found that the proportion of certified teachers has remained relatively stable, decreasing one half of a percentage point (from 88.0% to 87.5% of teachers with proper certification) between 1991-92 and 1997-98.

EXHIBIT 10: PERCENT OF CLASSES BY CLASS SIZE RANGES: 1995-96 TO 1997-98

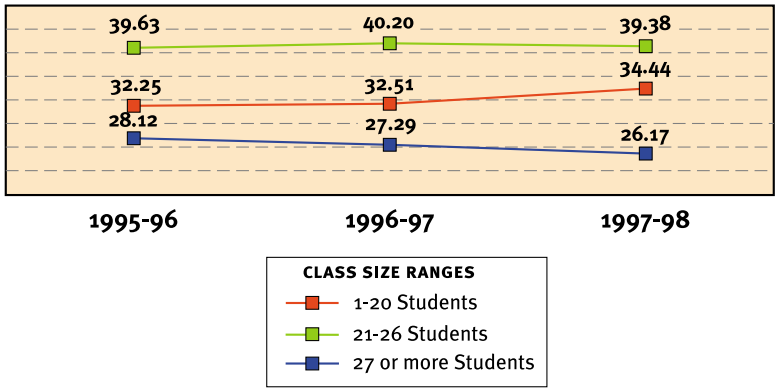
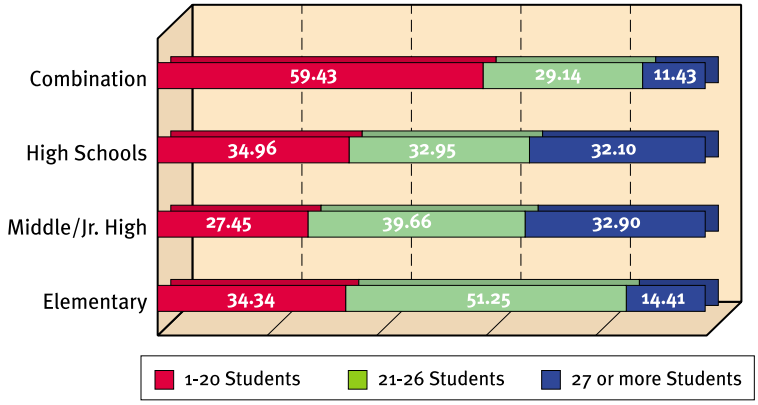


EXHIBIT 11: PERCENT OF CLASSES BY CLASS SIZE RANGES BY SCHOOL TYPE: 1997-98



Class Size Characteristics

Research has long indicated that class size has a significant impact on student learning. All other factors being equal, smaller classes allow teachers more flexibility to develop individualized or small group instructional plans.

The State Board of Elementary and Secondary Education (BESE) sets limits on the maximum size of classes at various grade levels. According to Bulletin 741, the maximum enrollment in grades K-3 is 20 students per class and in grades 4-12, 33 students per class. These limits do not apply to activity classes such as physical education, chorus, and band.

The class size indicator focuses on the number and percent of regular education classes that fall within three ranges; 1-20 students, 21-26 students, and 27 or more students. Self-contained special education classes and activity classes are not included in the calculation.

Findings: There has been a marked improvement in the class size indicator for the state. The percent of classes with 27 or more students has been decreasing since 1993. Conversely, the percent of classes with 20 or fewer students has been on the rise since 1991. Exhibit 10 provides an overview of the class size trend during the past three years. In 1997-98, statewide, 34% and 39% of the classes had 1-20 students and 21-26 students respectively, while only 26% of the classes had 27 or more students.

As illustrated in Exhibit 11, most elementary and middle/junior high school classes fall within the 21-26 class size range, while most combination school classes fall within the 1-20 class size range. For high schools, however, classes are almost equally divided among the three class size ranges.

It is important to note that the class size indicator cannot be interpreted as the ratio of students to teachers because resource teachers and other faculty who lend instructional support in the classroom are not included. Also, teachers in activity classes or self-contained special education classes are not included.

Student Attendance

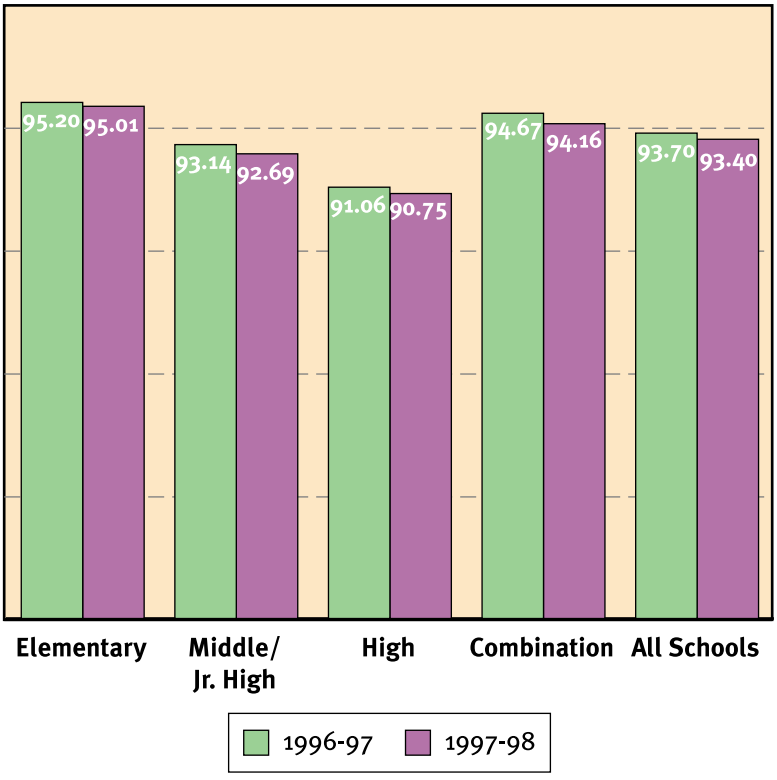
Research has consistently shown that of all school-level performance indicators, student attendance is the single most important predictor of student achievement. In other words, the higher the rate of attendance, the higher student achievement tends to be. Regular student attendance is considered particularly crucial in such subjects as mathematics and science because more of the knowledge that students acquire in these subjects is learned in school. Analysis of attendance data may also provide insights into the "holding power" of schools. "Holding power" provides a measure of a school's ability to keep its students. This in turn may affect the degree to which students are motivated to learn and to complete their education.

The percent of the student attendance is calculated by dividing the aggregate days of attendance (the total number of days that all students were actually in attendance at school throughout the entire school year) by the aggregate days membership (the total number of days that students would have been in attendance had every student been present every day of the school year).

Findings: Statewide, the attendance rate for grades K-12 for the 1997-98 school year was 93.40%, a decrease of 0.30% from 1996-97. In terms of absenteeism this rate represents an average of roughly 52,000 students (7% of the total student population) who were absent every school day.

As indicated by Exhibit 12, not surprisingly, the elementary schools had the highest attendance rate of 95.01% as compared to 94.16% for combination schools, 92.69% for middle/junior high schools, and 90.75% for high schools. Furthermore, all of the above school types showed a decrease in their attendance rates as compared to the 1996-97 school year.

Exhibit 12: Percent of Student Attendance by School Type: 1996-97 and 1997-98.



Students Suspended and Expelled

Suspension and expulsion rates provide insight into the level of student misbehavior and/or discipline occurring in schools. The rates are important school information because they are barometers of how successfully schools and districts handle student misconduct. In general, schools which report higher suspension rates generally tend to have lower student achievement. Moreover, students who are suspended frequently are at greater risk of dropping out of school (NCES, 1997).

Schools and districts vary widely in disciplinary policies, often setting different levels of misbehavior that students must reach before they are suspended or expelled. For these reasons, discipline statistics are an imperfect indicator of student misbehavior from one school or district to the next. Therefore, due to this lack of comparability in disciplinary statistics, comparisons between districts should be made with caution. However, due to the implementation of a uniform data collection method, each district's performance can be tracked across time starting with 1996-97 as a baseline year.

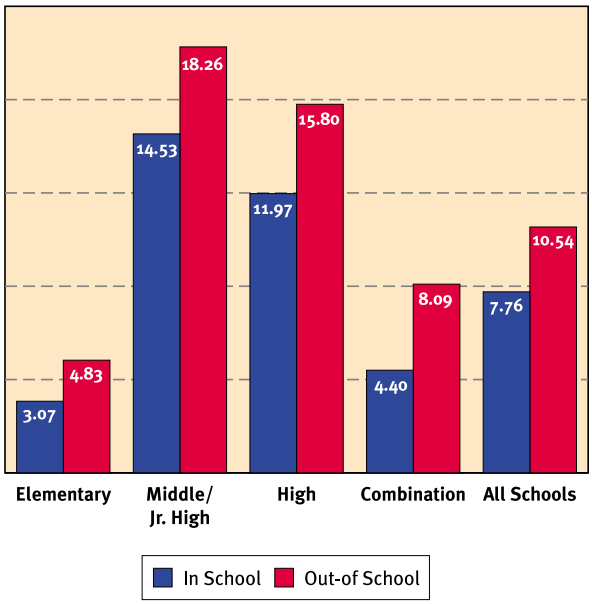
Furthermore, it is important to note that the availability of in-school suspension and expulsion programs has increased greatly in recent years, due in part to the amendment of R.S.: 17:416.2, which prohibits schools from suspending or expelling students out of school, thereby depriving them of educational services. However, school districts can apply to BESE for waivers from R.S.: 17:416.2, provided they can demonstrate that they do not have the necessary resources to fully implement the required in-school disciplinary programs. Further, under provisions of R.S.: 17:416.2, students can be suspended or expelled out-of-school if, while serving their in-school suspension or expulsion, they commit an offense sufficiently severe to warrant their immediate removal in accordance with federal or state zero-tolerance policies.

Effective with the 1996-97 school year, the data reported in *Progress Profiles* reflect the number of students in all *Progress Profiles* schools who were suspended or expelled at least once in the school year according to the type of discipline program employed by the school. Because some students are suspended more than once, the number of suspension incidents is generally greater than the actual number of students suspended.

Suspensions:

Findings: Statewide, both the in-school and out-of-school suspension rates increased during the 1997-98

Exhibit 13: Percent of Students Suspended by School Category: 1997-98



1997-98 State Summary of *Progress Profiles* Results by District

Districts	School Characteristics													
	Population				Number of Faculty		Faculty with a Master's Degree or Higher		Percent of Classes in Various Size Ranges					
	Number of Profiles Schools		Number of Students						Classes with 1-20 Students		Classes with 21-26 Students		Classes with 27+ Students	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana*	***1,413***	***1,414***	***764,326***	***756,618***	***52,884***	***52,565***	***41.55***	***39.83***	***32.51***	***34.44***	***40.20***	***39.38***	***27.29***	***26.17***
Acadia	25	25	10,651	10,469	728	735	26.17	24.08	35.18	42.24	45.65	43.07	19.18	14.69
Allen	10	10	4,403	4,316	325	319	39.17	34.80	55.70	55.99	33.25	36.74	11.04	7.28
Ascension	19	19	14,395	14,339	1,018	1,031	43.18	40.83	34.75	40.39	50.84	49.49	14.40	10.12
Assumption	11	11	4,467	4,455	329	339	29.62	25.96	36.88	37.00	51.75	52.71	11.37	10.29
Avoyelles	12	12	7,440	7,350	480	473	32.71	31.50	19.88	26.40	53.80	47.56	26.32	26.04
Beauregard	11	11	6,307	6,188	456	463	42.54	41.04	41.21	41.46	43.86	42.69	14.93	15.85
Bienville	8	8	2,927	2,892	211	217	52.40	44.24	61.29	67.79	27.42	23.22	11.29	8.99
Bossier	29	29	18,692	18,684	1,192	1,200	43.75	41.92	24.94	29.22	42.50	40.85	32.56	29.93
Caddo	74	74	47,902	47,218	3,367	3,288	46.57	43.04	26.91	29.13	36.32	35.37	36.77	35.50
Calcasieu	59	59	33,321	33,156	2,402	2,384	44.84	42.95	38.20	42.04	46.92	44.57	14.88	13.39
Caldwell	6	6	1,961	1,958	150	142	37.93	33.10	62.14	55.53	30.83	36.47	7.04	8.00
Cameron	7	7	2,138	2,135	166	169	45.73	42.01	60.52	57.63	26.51	29.38	12.97	12.99
Catahoula	9	9	2,235	2,127	170	167	31.33	30.54	56.58	63.74	33.61	30.77	9.81	5.49
Claiborne	9	9	2,791	2,791	205	204	46.50	44.12	58.80	59.15	33.39	32.71	7.81	8.14
Concordia	11	11	4,224	4,234	316	301	49.52	50.83	44.85	47.88	42.16	41.15	12.99	10.97
DeSoto	9	11	5,201	5,187	390	384	33.33	32.81	43.08	42.99	34.77	38.56	22.15	18.45
East Baton Rouge	96	98	56,184	55,527	4,047	3,868	54.01	52.95	29.69	30.29	41.02	39.32	29.29	30.38
East Carroll	6	6	1,943	1,946	135	130	44.44	43.08	50.14	49.41	41.60	37.57	8.26	13.02
East Feliciana	5	5	2,887	2,784	217	216	35.61	31.94	46.58	47.39	39.54	43.17	13.88	9.44
Evangeline	14	14	6,674	6,567	506	489	33.27	32.72	42.88	40.44	44.73	46.46	12.38	13.10
Franklin	13	12	4,342	4,227	326	312	42.99	40.38	61.10	52.94	32.18	40.37	6.72	6.69
Grant	9	9	3,697	3,618	262	261	30.00	26.05	50.29	46.65	37.04	35.80	12.67	17.54
Iberia	32	32	15,182	15,058	1,083	1,033	30.77	29.33	35.96	34.10	40.25	39.62	23.80	26.28
Iberville	8	8	5,312	5,203	382	384	50.40	46.88	39.07	46.23	38.77	37.29	22.16	16.48
Jackson	9	9	2,880	2,781	214	208	53.55	50.00	60.95	57.73	30.57	34.44	8.48	7.83
Jefferson	80	79	54,115	53,520	3,621	3,588	38.22	36.79	22.16	23.23	36.54	35.88	41.31	40.89
Jefferson Davis	14	14	6,287	6,180	448	425	34.47	34.35	39.94	44.19	38.89	33.47	21.18	22.34
Lafayette	39	39	30,374	30,190	1,974	2,021	40.29	39.24	27.26	31.07	38.82	39.63	33.92	29.30
Lafourche	28	28	15,935	15,697	1,227	1,289	28.34	26.69	30.86	34.20	44.00	41.71	25.15	24.09
LaSalle	9	9	2,822	2,709	190	190	26.46	24.74	37.34	52.99	52.15	37.39	10.52	9.62
Lincoln	13	13	5,972	5,968	470	453	62.13	58.28	45.29	42.63	36.07	45.17	18.65	12.20
Livingston	34	35	18,370	18,671	1,138	1,198	34.01	34.06	28.34	34.00	36.76	36.69	34.90	29.31
Madison	6	7	2,608	2,582	171	173	45.61	46.24	43.19	50.26	35.36	39.58	21.45	10.16
Morehouse	15	14	5,366	5,492	396	373	35.58	32.98	42.68	42.30	46.10	47.29	11.22	10.41
Natchitoches	15	14	7,055	6,979	512	488	48.58	46.93	43.11	35.13	33.09	32.88	23.80	32.00
Orleans	120	120	81,363	80,656	4,976	4,935	41.01	41.05	17.87	16.74	34.37	32.26	47.76	51.00
Ouachita	31	31	17,413	17,441	1,216	1,250	51.45	48.40	37.47	36.83	45.71	49.04	16.82	14.13
Plaquemines	8	8	5,038	4,970	361	373	27.86	28.95	39.42	47.12	43.82	40.81	16.76	12.08
Pointe Coupee	9	8	3,555	3,408	239	237	45.06	42.19	23.42	38.74	30.66	41.04	45.92	20.21
Rapides	52	52	23,493	23,112	1,691	1,640	39.19	35.91	32.76	34.51	38.40	35.29	28.84	30.20
Red River	5	5	2,035	1,976	157	162	20.53	24.07	56.43	68.09	40.13	27.07	3.45	4.84
Richland	11	11	4,011	3,950	292	296	44.14	40.20	50.74	58.49	39.47	34.81	9.79	6.70
Sabine	12	12	4,584	4,514	336	338	35.93	33.73	50.52	54.93	40.28	36.21	9.21	8.86
St. Bernard	17	17	9,088	8,909	649	667	37.31	34.48	29.42	34.42	40.50	39.22	30.08	26.36
St. Charles	18	18	9,926	9,909	760	866	38.40	37.18	28.45	39.47	40.98	43.73	30.57	16.80
St. Helena	3	3	1,544	1,536	105	107	44.55	45.79	32.49	35.25	40.93	38.93	26.58	25.82
St. James	12	12	4,219	4,180	316	312	47.88	46.15	40.79	43.99	37.67	39.62	21.54	16.39
St. John the Baptist	10	10	6,814	6,459	466	461	38.26	36.23	16.87	29.31	47.13	41.93	36.00	28.76
St. Landry	35	35	16,584	16,392	1,185	1,184	36.22	35.81	34.23	33.24	41.08	42.71	24.70	24.05
St. Martin	17	17	8,801	8,775	613	611	31.26	29.79	24.58	32.70	48.80	44.06	26.62	23.24
St. Mary	26	26	11,396	11,239	797	778	31.44	30.21	38.34	40.82	46.39	44.79	15.26	14.39
St. Tammany	48	48	32,384	32,215	2,353	2,402	48.67	48.83	31.50	30.28	42.39	40.31	26.11	29.42
Tangipahoa	34	34	18,043	18,336	1,123	1,141	44.82	40.84	15.07	16.73	47.19	42.96	37.74	40.31
Tensas	6	6	1,336	1,253	111	109	36.11	33.94	74.55	75.36	22.55	20.36	2.91	4.29
Terrebonne	37	37	20,227	20,226	1,332	1,376	33.41	32.05	23.30	20.84	39.52	43.02	37.18	36.13
Union	10	10	3,923	3,844	246	243	38.52	37.45	44.41	46.33	41.10	41.94	14.49	11.73
Vermilion	20	20	9,500	9,354	688	659	33.82	32.02	34.12	35.30	38.33	39.51	27.55	25.19
Vernon	18	18	10,446	10,159	757	740	33.47	32.16	38.07	43.76	38.34	37.25	23.59	18.99
Washington	12	12	4,878	4,715	355	356	38.81	37.92	42.05	42.45	38.36	36.81	19.59	20.74
Webster	22	22	8,101	8,000	547	547	46.32	44.06	41.00	39.65	37.58	39.01	21.42	21.35
West Baton Rouge	10	10	4,002	3,891	256	268	44.53	45.52	24.41	31.87	44.22	38.24	31.38	29.89
West Carroll	8	8	2,721	2,625	200	198	40.20	40.91	64.56	73.95	28.35	19.85	7.09	6.19
West Feliciana	4	4	2,172	2,161	182	193	53.63	48.70	35.34	40.00	53.70	52.82	10.96	7.18
Winn	8	8	3,203	3,151	231	239	42.86	43.51	54.98	51.74	29.25	34.19	15.77	14.08
Monroe City	20	20	10,653	10,381	703	668	51.92	51.05	27.65	32.79	44.08	41.40	28.28	25.81
Bogalusa City	10	10	3,416	3,313	257	239	35.97	33.89	52.29	47.07	34.80	35.52	12.90	17.41

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Districts	Student Participation													
	Percent of Student Attendance		Student Discipline Information											
			In-School Suspensions				Out-of-School Suspensions				In-School Expulsions			
			Number of Students		Percent of Students		Number of Students		Percent of Students		Number of Students		Percent of Students	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana*	***93.70***	***93.40***	***44,040***	***61,311***	***5.55***	***7.76***	***78,866***	***83,256***	***9.94***	***10.54***	***542***	***1,014***	***0.07***	***0.13***
Acadia	92.90	92.56	1,899	1,779	16.84	15.95	1,492	1,580	13.23	14.17	0	0	0.00	0.00
Allen	94.18	93.73	30	51	0.62	1.09	437	611	9.07	13.09	0	0	0.00	0.00
Ascension	93.26	93.69	1,896	1,798	11.91	11.29	1,412	1,348	8.87	8.46	0	0	0.00	0.00
Assumption	93.01	92.32	226	206	4.57	4.30	679	738	13.74	15.42	0	0	0.00	0.00
Avoyelles	95.61	94.27	904	1,051	11.73	13.55	1,282	1,450	16.63	18.70	10	62	0.13	0.80
Beauregard	93.88	93.56	1,116	1,053	16.32	15.70	718	752	10.50	11.22	0	0	0.00	0.00
Bienville	96.28	94.48	216	45	6.83	1.43	470	559	14.85	17.80	5	11	0.16	0.35
Bossier	94.83	94.16	0	3,648	0.00	17.11	1,264	1,575	5.93	7.39	76	136	0.36	0.64
Caddo	93.75	93.57	2,675	5,875	5.31	11.78	6,197	6,995	12.29	14.02	77	64	0.15	0.13
Calcasieu	93.67	93.46	20	33	0.06	0.09	3,540	3,871	10.04	11.01	148	199	0.42	0.57
Caldwell	94.63	94.01	0	0	0.00	0.00	169	5	7.77	0.23	0	0	0.00	0.00
Cameron	94.07	93.72	2	0	0.09	0.00	113	160	4.96	7.05	0	0	0.00	0.00
Catahoula	95.48	94.84	250	225	10.39	9.85	257	271	10.68	11.86	0	0	0.00	0.00
Claiborne	94.71	94.20	72	4	2.42	0.13	243	356	8.17	11.54	0	0	0.00	0.00
Concordia	93.95	93.83	0	85	0.00	1.88	154	697	3.37	15.39	0	0	0.00	0.00
DeSoto	94.98	94.21	483	802	8.71	14.59	919	903	16.57	16.43	0	0	0.00	0.00
East Baton Rouge	93.93	93.67	2,466	3,572	4.32	6.19	4,255	5,664	7.45	9.82	28	367	0.05	0.64
East Carroll	95.29	94.35	193	176	9.38	8.56	1	76	0.05	3.69	0	0	0.00	0.00
East Feliciana	91.85	94.11	281	554	8.56	17.40	343	333	10.45	10.46	15	7	0.46	0.22
Evangeline	94.72	95.54	487	272	6.88	3.86	672	796	9.50	11.28	0	0	0.00	0.00
Franklin	92.99	92.17	11	8	0.24	0.18	600	710	12.92	15.70	0	2	0.00	0.04
Grant	94.19	92.67	329	292	8.37	7.53	281	274	7.15	7.07	0	7	0.00	0.18
Iberia	93.48	94.03	1,367	1,680	8.03	10.23	1,482	1,713	8.71	10.43	0	34	0.00	0.21
Iberville	93.85	94.42	1,476	1,235	24.67	21.08	819	691	13.69	11.79	0	0	0.00	0.00
Jackson	93.84	93.96	159	216	5.11	7.07	104	17	3.34	0.56	0	0	0.00	0.00
Jefferson	93.61	93.11	0	4,955	0.00	8.57	11,403	9,193	19.68	15.91	0	0	0.00	0.00
Jefferson Davis	94.48	94.39	7	31	0.11	0.47	581	577	8.77	8.80	0	0	0.00	0.00
Lafayette	98.04	93.99	3,683	5,298	11.38	16.53	2,687	4,361	8.30	13.61	0	0	0.00	0.00
Lafourche	93.30	93.43	2,456	2,412	14.11	14.33	216	189	1.24	1.12	25	55	0.14	0.33
LaSalle	94.23	93.91	82	281	2.78	9.66	219	22	7.43	0.76	0	0	0.00	0.00
Lincoln	95.25	95.13	91	132	1.40	1.81	794	829	12.24	11.38	7	9	0.11	0.12
Livingston	93.23	93.20	75	117	0.36	0.56	2,329	2,200	11.24	10.47	0	0	0.00	0.00
Madison	93.83	94.04	9	11	0.32	0.26	391	392	13.88	9.35	2	5	0.07	0.12
Morehouse	93.79	93.20	401	366	7.06	6.29	464	322	8.17	5.53	0	0	0.00	0.00
Natchitoches	93.64	94.26	1,291	971	17.23	12.97	853	978	11.38	13.07	0	0	0.00	0.00
Orleans	90.16	90.33	344	888	0.41	1.06	7,423	10,225	8.76	12.17	0	0	0.00	0.00
Ouachita	94.29	94.03	17	0	0.09	0.00	1,826	1,840	9.45	9.76	0	0	0.00	0.00
Plaquemines	96.14	96.49	0	170	0.00	2.94	465	285	8.15	4.92	0	0	0.00	0.00
Pointe Coupee	92.49	92.29	261	1	6.33	0.03	604	28	14.65	0.73	0	0	0.00	0.00
Rapides	95.29	95.61	2,740	2,882	10.51	11.24	0	0	0.00	0.00	137	48	0.53	0.19
Red River	94.65	95.51	211	302	8.56	13.28	350	352	14.20	15.48	0	0	0.00	0.00
Richland	95.36	94.40	102	93	2.30	2.17	232	154	5.22	3.59	0	0	0.00	0.00
Sabine	95.29	94.00	384	555	7.76	11.56	575	540	11.62	11.25	7	0	0.14	0.00
St. Bernard	92.35	92.29	932	932	9.08	9.74	1,169	1,241	11.39	12.97	0	0	0.00	0.00
St. Charles	94.99	94.91	1,111	1,803	10.66	17.26	1,400	290	13.43	2.78	0	0	0.00	0.00
St. Helena	93.14	92.97	0	0	0.00	0.00	27	25	1.71	1.51	0	0	0.00	0.00
St. James	94.93	93.91	838	783	18.51	17.32	190	291	4.20	6.44	0	0	0.00	0.00
St. John the Baptist	92.92	93.53	636	723	8.02	9.83	842	1,017	10.62	13.82	0	0	0.00	0.00
St. Landry	92.14	92.31	151	165	0.82	0.91	1,640	1,622	8.94	8.91	0	0	0.00	0.00
St. Martin	93.35	93.56	1,666	1,938	17.01	19.58	1,239	1,324	12.65	13.38	0	0	0.00	0.00
St. Mary	93.63	93.53	997	1,062	7.89	8.89	613	555	4.85	4.65	0	0	0.00	0.00
St. Tammany	94.18	93.98	357	2,580	1.07	7.51	2,224	2,551	6.68	7.43	0	0	0.00	0.00
Tangipahoa	93.60	93.44	2,383	2,728	11.79	13.82	1,504	1,348	7.44	6.83	0	0	0.00	0.00
Tensas	94.70	94.13	112	5	7.79	0.37	198	245	13.77	18.00	0	8	0.00	0.59
Terrebonne	93.58	93.94	2,469	488	11.60	2.27	3,086	3,179	14.50	14.76	0	0	0.00	0.00
Union	98.42	93.39	30	0	0.74	0.00	367	260	9.04	6.03	0	0	0.00	0.00
Vermilion	94.35	94.53	579	941	5.60	9.24	810	849	7.84	8.33	0	0	0.00	0.00
Vernon	94.07	94.91	1,263	1,113	10.73	9.69	1,007	788	8.55	6.86	0	0	0.00	0.00
Washington	93.74	95.30	276	423	5.28	8.42	701	112	13.41	2.23	1	0	0.02	0.00
Webster	94.00	93.33	600	494	7.00	5.80	523	762	6.10	8.95	0	0	0.00	0.00
West Baton Rouge	93.03	94.42	0	0	0.00	0.00	861	759	19.89	18.33	0	0	0.00	0.00
West Carroll	98.69	94.44	0	0	0.00	0.00	184	180	6.43	6.42	0	0	0.00	0.00
West Feliciana	94.21	93.89	421	450	18.18	19.51	198	198	8.55	8.59	4	0	0.17	0.00
Winn	94.04	93.82	30	127	0.87	3.78	350	328	10.16	9.75	0	0	0.00	0.00
Monroe City	92.47	92.45	199	165	1.73	1.44	701	952	6.11	8.33	0	0	0.00	0.00
Bogalusa City	96.83	91.46	374	421	10.56	11.64	61	92	1.72	2.54	0	0	0.00	0.00

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Student Participation													
Student Discipline Information				Student Dropouts									
Out-of-School Expulsions				Grade 7				Grade 8					
Number of Students		Percent of Students		Number		Percent		Number		Percent			
1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	**Districts**	
3,454	***3,901***	***0.44***	***0.49***	***2,904***	***2,122***	***4.73***	***3.44***	***3,232***	***2,519***	***5.53***	***4.46***	***Louisiana ****	
79	80	0.70	0.72	19	16	2.15	1.86	34	35	3.93	4.34	Acadia	
15	29	0.31	0.62	1	12	0.27	3.10	8	29	2.31	7.75	Allen	
44	37	0.28	0.23	13	12	1.00	0.83	18	13	1.48	1.07	Ascension	
42	44	0.85	0.92	3	10	0.77	2.40	8	7	2.44	2.20	Assumption	
35	114	0.45	1.47	32	13	4.72	2.12	34	41	5.63	6.70	Avoyelles	
37	21	0.54	0.31	7	14	1.27	2.75	10	24	1.80	4.40	Beauregard	
10	12	0.32	0.38	12	9	4.71	2.94	4	6	2.05	2.62	Bienville	
3	6	0.01	0.03	16	10	0.94	0.56	14	26	0.86	1.56	Bossier	
23	11	0.05	0.02	29	48	0.75	1.22	39	39	1.01	1.06	Caddo	
39	156	0.11	0.44	37	24	1.35	0.87	38	41	1.46	1.59	Calcasieu	
5	0	0.23	0.00	3	6	1.86	3.33	2	3	1.20	1.99	Caldwell	
10	6	0.44	0.26	4	0	2.26	0.00	7	6	3.59	3.70	Cameron	
15	14	0.62	0.61	6	6	3.53	2.94	13	6	6.67	3.75	Catahoula	
0	0	0.00	0.00	4	2	1.96	0.99	15	5	7.35	2.27	Claiborne	
17	24	0.37	0.53	5	6	1.28	1.68	11	15	3.14	3.95	Concordia	
25	43	0.45	0.78	7	6	1.42	1.32	10	17	2.38	3.91	DeSoto	
136	227	0.24	0.39	453	442	9.68	9.40	538	401	11.42	9.21	East Baton Rouge	
3	0	0.15	0.00	10	9	5.26	4.76	15	9	8.57	5.45	East Carroll	
2	9	0.06	0.28	7	2	2.67	0.83	4	8	1.68	3.36	East Feliciana	
42	22	0.59	0.31	12	15	2.09	2.73	24	23	4.62	4.99	Evangeline	
31	36	0.67	0.80	11	13	2.57	3.25	20	18	6.58	4.90	Franklin	
11	3	0.28	0.08	15	8	4.36	2.35	10	23	3.33	7.21	Grant	
72	69	0.42	0.42	25	18	1.86	1.27	53	35	4.44	2.99	Iberia	
92	18	1.54	0.31	9	8	1.93	1.57	20	14	4.33	3.17	Iberville	
3	0	0.10	0.00	6	4	2.23	1.58	11	7	4.60	2.33	Jackson	
253	632	0.44	1.09	461	195	8.97	3.90	585	242	12.12	5.56	Jefferson	
12	32	0.18	0.49	40	2	7.65	0.41	44	13	8.61	2.81	Jefferson Davis	
173	197	0.53	0.61	162	95	6.08	3.54	200	191	7.90	7.81	Lafayette	
22	19	0.13	0.11	22	13	1.54	0.99	23	14	1.75	1.11	Lafourche	
19	13	0.64	0.45	4	3	1.65	1.17	9	5	3.54	2.07	LaSalle	
55	55	0.85	0.76	20	14	3.68	2.71	20	22	3.93	4.12	Lincoln	
117	150	0.56	0.71	55	43	3.09	2.46	67	41	4.02	2.38	Livingston	
10	7	0.35	0.17	10	12	4.90	5.63	12	16	5.71	8.70	Madison	
57	68	1.00	1.17	25	22	5.40	4.63	9	21	2.30	5.82	Morehouse	
31	27	0.41	0.36	8	14	1.18	2.25	12	16	2.03	2.62	Natchitoches	
898	709	1.06	0.84	405	429	6.34	6.62	351	405	5.64	6.49	Orleans	
193	172	1.00	0.91	35	39	2.20	2.47	39	54	2.84	3.58	Ouachita	
6	9	0.11	0.16	25	8	5.20	1.72	17	9	4.08	2.02	Plaquemines	
21	0	0.51	0.00	12	17	3.51	5.54	6	14	1.70	4.95	Pointe Coupee	
2	0	0.01	0.00	109	66	5.01	3.05	61	50	2.90	2.61	Rapides	
9	7	0.37	0.31	16	9	9.52	6.00	26	2	12.75	1.37	Red River	
1	0	0.02	0.00	16	9	5.61	2.83	26	18	8.52	6.43	Richland	
20	5	0.40	0.10	11	7	2.58	1.61	16	8	4.60	1.92	Sabine	
13	10	0.13	0.10	25	18	3.70	2.34	45	51	5.91	8.63	St. Bernard	
27	11	0.26	0.11	9	7	1.09	0.86	11	6	1.37	0.80	St. Charles	
0	0	0.00	0.00	4	13	3.77	8.61	7	4	5.34	4.30	St. Helena	
16	23	0.35	0.51	1	8	0.28	1.91	4	13	1.25	4.05	St. James	
67	70	0.84	0.95	69	34	9.61	5.09	48	39	7.70	6.94	St. John the Baptist	
80	93	0.44	0.51	42	52	2.90	3.47	71	54	5.12	4.21	St. Landry	
9	29	0.09	0.29	16	10	2.04	1.20	22	27	3.27	3.94	St. Martin	
27	14	0.21	0.12	20	7	1.81	0.68	17	10	1.87	1.13	St. Mary	
64	132	0.19	0.38	239	53	8.42	1.87	163	32	6.20	1.20	St. Tammany	
27	29	0.13	0.15	21	2	1.34	0.13	28	10	1.85	0.67	Tangipahoa	
2	22	0.14	1.62	5	3	4.90	3.06	10	4	9.35	3.85	Tensas	
175	177	0.82	0.82	108	81	6.28	4.56	102	86	5.98	5.26	Terrebonne	
15	33	0.37	0.77	29	8	8.17	2.38	41	22	12.39	6.53	Union	
49	27	0.47	0.26	2	2	0.24	0.24	15	3	1.81	0.41	Vermilion	
0	9	0.00	0.08	18	12	1.87	1.29	51	45	5.74	5.30	Vernon	
45	6	0.86	0.12	17	4	4.16	0.99	9	12	2.14	3.02	Washington	
53	18	0.62	0.21	33	37	4.67	4.82	40	32	5.93	4.66	Webster	
45	65	1.04	1.57	9	8	2.80	2.56	4	7	1.37	2.27	West Baton Rouge	
5	2	0.17	0.07	2	1	0.73	0.45	4	9	1.93	3.38	West Carroll	
0	1	0.00	0.04	0	2	0.00	1.06	4	6	1.90	3.30	West Feliciana	
0	6	0.00	0.18	3	0	1.06	0.00	14	4	5.38	1.57	Winn	
31	34	0.27	0.30	26	32	2.77	3.28	25	43	3.06	5.36	Monroe City	
15	7	0.42	0.19	24	18	7.84	6.04	14	8	5.53	3.62	Bogalusa City	

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1997-98 State Summary of *Progress Profiles* Results by District

Districts	Student Participation											
	Student Dropouts											
	Grade 9				Grade 10				Grade 11			
	Number		Percent		Number		Percent		Number		Percent	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana *	***9,245***	***7,688***	***13.51***	***11.67***	***6,626***	***5,802***	***12.10***	***10.53***	***4,897***	***4,161***	***10.58***	***9.08***
Acadia	117	111	12.29	11.51	49	67	7.40	9.70	45	33	6.72	5.41
Allen	12	70	2.88	18.92	27	51	7.61	13.71	23	50	7.32	15.29
Ascension	117	103	8.41	7.09	59	61	5.45	5.75	55	50	5.70	4.98
Assumption	40	54	8.05	12.47	18	20	6.16	6.64	11	12	5.05	5.43
Avoyelles	99	128	12.42	16.43	57	49	10.75	8.96	40	55	8.58	11.48
Beauregard	17	41	3.23	6.89	33	30	6.13	6.48	18	21	3.82	4.52
Bienville	12	14	5.38	7.11	24	22	10.76	10.38	15	14	7.46	7.33
Bossier	100	91	5.37	5.19	78	87	5.33	5.50	74	71	5.69	5.60
Caddo	731	774	13.22	14.46	397	431	9.91	10.78	282	289	9.22	9.74
Calcasieu	155	203	5.34	6.78	158	177	6.27	7.02	119	115	5.46	5.36
Caldwell	21	23	10.00	10.60	7	19	4.79	12.34	13	13	10.00	10.16
Cameron	11	12	5.95	5.97	14	10	9.21	5.59	14	7	8.24	5.38
Catahoula	32	15	14.04	8.06	14	21	9.46	12.50	11	11	7.33	7.80
Claiborne	22	14	9.69	5.96	22	17	9.65	7.87	10	8	5.35	4.57
Concordia	51	23	12.50	6.04	18	13	5.81	4.51	28	10	9.89	3.80
DeSoto	31	23	5.98	5.44	28	24	6.90	5.74	21	18	6.73	5.90
East Baton Rouge	1,204	950	22.09	18.24	822	729	19.15	15.99	599	496	16.66	13.45
East Carroll	14	17	10.00	9.83	13	16	10.40	12.31	10	2	7.69	2.17
East Feliciana	27	33	9.89	12.36	21	18	9.55	8.29	28	17	13.79	9.60
Evangeline	45	38	8.43	7.17	26	28	6.47	7.12	26	20	8.67	5.33
Franklin	36	41	9.14	11.61	36	28	10.34	8.75	19	23	6.40	8.10
Grant	33	34	10.09	9.80	30	30	10.87	12.00	56	57	19.31	22.53
Iberia	180	141	11.66	9.78	102	131	8.92	11.29	49	42	5.74	4.90
Iberville	76	44	15.17	8.03	31	19	9.90	5.31	14	10	5.51	3.98
Jackson	31	20	10.06	8.16	22	15	9.40	6.58	17	7	8.06	3.66
Jefferson	919	497	17.12	10.04	763	435	16.65	10.34	550	282	15.74	8.52
Jefferson Davis	88	41	15.02	7.50	75	35	15.63	7.54	51	17	11.81	4.59
Lafayette	584	334	18.79	11.07	305	213	12.51	8.72	262	190	12.34	9.15
Lafourche	97	79	7.53	6.69	82	113	6.51	8.44	68	97	5.93	9.34
LaSalle	45	21	16.54	8.37	16	24	7.05	11.21	13	15	6.47	7.32
Lincoln	68	66	10.48	10.71	29	39	6.39	8.63	44	31	10.71	8.47
Livingston	206	181	11.40	9.99	179	132	11.14	8.04	117	119	9.00	9.10
Madison	32	36	13.45	17.31	38	28	17.76	15.14	18	19	10.17	11.80
Morehouse	61	44	12.79	10.50	36	48	8.87	13.26	31	21	11.40	6.91
Natchitoches	88	66	12.63	9.57	57	42	11.33	8.06	24	23	6.61	5.84
Orleans	931	875	12.26	12.50	794	731	13.13	11.91	584	536	11.11	10.41
Ouachita	117	164	7.19	10.91	99	149	7.21	12.25	56	94	5.06	8.79
Plaquemines	67	22	12.59	4.50	61	32	14.02	7.42	44	23	11.86	6.63
Pointe Coupee	22	25	6.20	6.98	21	15	7.53	5.43	10	10	5.10	4.65
Rapides	162	186	6.85	7.80	205	185	10.51	9.37	150	139	10.21	8.51
Red River	34	19	13.33	11.66	34	6	15.38	4.65	46	9	20.91	8.18
Richland	44	67	12.57	19.03	49	34	15.12	12.14	29	26	11.65	10.00
Sabine	49	28	10.75	7.84	34	34	9.58	9.07	24	26	8.89	8.78
St. Bernard	127	108	11.07	11.04	102	86	12.22	10.34	59	60	9.23	9.65
St. Charles	60	72	6.22	6.89	28	40	3.64	5.39	25	29	4.29	4.33
St. Helena	14	12	8.75	6.67	10	11	8.20	9.48	7	2	7.45	2.02
St. James	30	30	7.19	7.37	23	22	5.91	5.80	18	16	5.90	4.91
St. John the Baptist	154	139	19.32	17.40	67	60	13.24	11.65	37	39	8.55	10.63
St. Landry	102	109	6.62	7.62	71	91	5.74	7.08	39	58	3.85	5.76
St. Martin	90	62	11.15	7.98	46	48	6.79	7.12	61	82	10.54	13.62
St. Mary	132	114	10.71	10.08	70	67	8.43	8.54	44	43	5.95	6.41
St. Tammany	409	251	12.89	8.18	307	152	12.43	6.02	237	98	10.83	4.47
Tangipahoa	295	144	13.29	7.72	150	128	11.36	8.15	77	63	6.70	5.67
Tensas	7	11	6.80	10.48	7	8	7.29	8.79	5	7	5.81	7.87
Terrebonne	362	314	17.85	15.88	259	241	15.71	14.96	170	172	13.35	12.87
Union	53	30	13.62	8.22	41	29	13.27	9.21	34	21	11.00	7.92
Vermilion	61	42	7.40	4.95	33	43	4.77	6.32	29	23	4.90	3.83
Vernon	90	85	9.44	9.45	84	94	10.49	11.56	81	95	11.04	14.42
Washington	53	30	14.21	7.96	45	36	11.69	10.98	30	22	9.09	6.94
Webster	60	79	7.71	10.22	73	60	10.78	9.06	48	36	9.21	6.91
West Baton Rouge	55	44	12.06	10.48	41	24	11.45	7.02	38	30	13.62	9.80
West Carroll	12	9	5.19	4.71	13	13	6.74	6.02	13	15	6.99	8.93
West Feliciana	9	14	4.59	6.86	13	14	7.65	7.65	12	9	8.51	6.08
Winn	20	23	7.12	8.01	29	16	12.45	7.31	21	11	9.25	5.58
Monroe City	178	164	16.02	14.92	106	88	13.52	11.50	85	82	12.39	11.78
Bogalusa City	44	34	12.22	11.68	25	23	10.42	9.43	9	20	4.35	9.39

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1997-98 State Summary of *Progress Profiles* Results by District

Student Participation								Student Achievement						
Student Dropouts								Reading Level Results: Grade 2						
Grade 12				Grades 9-12 Combined				Number of Students Assessed		Students Reading Below Their Grade Level				
Number		Percent		Number		Percent				Number		Percent		
1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	Districts
3,605	***3,716***	***8.62***	***8.71***	***24,373***	***21,367***	***11.53***	***10.20***		***58,692***		***25,518***		***43.48***	***Louisiana ****
31	42	5.20	6.98	242	253	8.40	8.82		813		542		66.67	Acadia
20	12	7.75	4.72	82	183	6.11	13.83		389		125		32.13	Allen
32	33	3.20	3.65	263	247	5.93	5.59		1,063		646		60.77	Ascension
0	14	0.00	7.91	69	100	5.62	8.83		341		227		66.57	Assumption
15	25	4.27	6.79	211	257	9.84	11.83		543		135		24.86	Avoyelles
15	31	3.86	7.26	83	123	4.31	6.31		486		99		20.37	Beauregard
12	11	6.82	6.01	63	61	7.65	7.79		209		119		56.94	Bienville
56	71	5.04	6.22	308	320	5.37	5.57		1,491		386		25.89	Bossier
319	312	11.02	10.86	1,729	1,806	11.16	11.89		3,652		1,156		31.65	Caddo
112	112	5.61	5.53	544	607	5.67	6.27		2,557		981		38.37	Calcasieu
4	11	3.36	9.40	45	66	7.44	10.71		144		17		11.81	Caldwell
4	4	3.33	2.47	43	33	6.86	4.91		154		24		15.58	Cameron
5	5	3.50	3.55	62	52	9.27	8.18		168		69		41.07	Catahoula
6	9	3.68	5.03	60	48	7.45	5.96		230		178		77.39	Claiborne
15	12	6.67	5.06	112	58	9.14	4.96		353		229		64.87	Concordia
25	19	7.31	6.31	105	84	6.65	5.81		424		177		41.75	DeSoto
409	467	12.41	13.69	3,034	2,642	18.24	15.67		4,161		2,391		57.46	East Baton Rouge
9	10	8.33	8.00	46	45	9.15	8.65		152		93		61.18	East Carroll
19	9	10.73	5.11	95	77	10.88	9.20		215		176		81.86	East Feliciana
14	10	4.24	3.41	111	96	7.09	6.03		521		107		20.54	Evangeline
12	18	4.49	6.98	103	110	7.89	9.05		360		203		56.39	Franklin
6	19	3.35	10.16	125	140	11.66	13.50		295		145		49.15	Grant
49	43	6.97	5.83	380	357	8.95	8.51		1,144		610		53.32	Iberia
12	6	4.48	2.27	133	79	9.96	5.56		439		302		68.79	Iberville
11	8	5.88	4.12	81	50	8.62	5.83		227		102		44.93	Jackson
257	126	9.00	4.34	2,489	1,340	15.27	8.72		4,140		1,846		44.59	Jefferson
40	12	9.85	3.04	254	105	13.34	5.91		462		140		30.30	Jefferson Davis
134	56	8.35	3.23	1,285	793	13.86	8.55		2,454		1,058		43.11	Lafayette
56	67	5.54	7.02	303	356	6.44	7.89		1,204		568		47.18	Lafourche
13	12	7.60	6.49	87	72	9.99	8.42		200		69		34.50	LaSalle
12	16	3.44	4.75	153	152	8.21	8.58		412		203		49.27	Lincoln
81	76	7.90	7.12	583	508	10.16	8.71		1,344		199		14.81	Livingston
18	7	12.41	4.43	106	90	13.70	12.64		190		122		64.21	Madison
27	33	10.42	12.31	155	146	10.96	10.79		448		219		48.88	Morehouse
5	8	1.39	2.42	174	139	9.04	7.18		537		122		22.72	Natchitoches
598	785	12.40	15.61	2,907	2,927	12.25	12.56		6,412		3,738		58.30	Orleans
41	84	3.88	8.00	313	491	6.06	10.15		1,328		468		35.24	Ouachita
10	15	3.15	4.72	182	92	11.00	5.80		376		198		52.66	Plaquemines
11	5	5.70	2.76	64	55	6.26	5.34		237		147		62.03	Pointe Coupee
78	288	5.82	18.73	595	798	8.35	10.59		1,712		366		21.38	Rapides
11	6	10.38	5.71	125	40	15.59	7.89		148		99		66.89	Red River
47	25	17.28	10.68	169	152	14.14	13.50		311		119		38.26	Richland
20	15	7.75	5.86	127	103	9.48	8.02		339		95		28.02	Sabine
49	53	9.42	9.94	337	307	10.73	10.35		724		206		28.45	St. Bernard
21	30	3.29	5.20	134	171	4.53	5.64		728		155		21.29	St. Charles
6	4	5.94	4.26	37	29	7.76	5.93		124		86		69.35	St. Helena
16	21	5.93	7.19	87	89	6.30	6.34		644		378		58.70	St. James
60	26	15.63	7.32	318	264	15.00	12.97		499		260		52.10	St. John the Baptist
19	27	2.42	3.10	231	285	5.05	6.21		1,273		333		26.16	St. Landry
76	47	14.76	10.02	273	239	10.59	9.48		675		243		36.00	St. Martin
38	38	4.70	5.62	284	262	7.86	8.03		877		562		64.08	St. Mary
162	111	8.18	5.52	1,115	612	11.36	6.25		2,458		526		21.40	St. Tammany
49	33	5.98	3.50	571	368	10.36	6.70		1,394		1,107		79.41	Tangipahoa
11	5	12.36	6.25	30	31	8.02	8.49		97		71		73.20	Tensas
117	94	10.97	8.51	908	821	15.09	13.62		1,636		506		30.93	Terrebonne
26	16	10.28	5.80	154	96	12.22	7.86		286		43		15.03	Union
14	17	2.42	2.94	137	125	5.10	4.62		704		289		41.05	Vermilion
40	31	7.35	5.24	295	305	9.73	10.29		871		157		18.03	Vernon
36	20	11.50	6.71	164	108	11.71	8.18		302		70		23.18	Washington
42	27	8.84	5.59	223	202	9.10	8.28		593		345		58.18	Webster
25	10	10.37	4.48	159	108	11.92	8.37		310		125		40.32	West Baton Rouge
23	32	12.57	16.93	61	69	7.69	9.03		197		67		34.01	West Carroll
3	10	2.54	7.81	37	47	5.92	7.09		171		70		40.94	West Feliciana
11	10	6.01	4.90	81	60	8.77	6.62		255		115		45.10	Winn
73	76	11.15	13.22	442	410	13.66	13.08		828		648		78.26	Monroe City
17	29	9.39	13.24	95	106	9.62	10.96		176		101		57.39	Bogalusa City

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Districts	Student Achievement													
	Reading Level Results: Grade 2								Reading Level Results: Grade 3					
	Students Reading On Their Grade Level				Students Reading Above Their Grade Level				Number of Students Assessed		Students Reading Below Their Grade Level			
	Number		Percent		Number		Percent				Number		Percent	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana *		***21,767***		***37.09***		***11,407***		***19.44***		***56,800***		***21,585***		***38.00***
Acadia		268		32.96		3		0.37		778		278		35.73
Allen		111		28.53		153		39.33		333		68		20.42
Ascension		211		19.85		206		19.38		1,016		422		41.54
Assumption		57		16.72		57		16.72		360		190		52.78
Avoyelles		312		57.46		96		17.68		528		106		20.08
Beauregard		103		21.19		284		58.44		449		98		21.83
Bienville		71		33.97		19		9.09		224		98		43.75
Bossier		767		51.44		338		22.67		1,399		175		12.51
Caddo		1,956		53.56		540		14.79		3,399		821		24.15
Calcasieu		1,476		57.72		100		3.91		2,483		1,253		50.46
Caldwell		70		48.61		57		39.58		156		27		17.31
Cameron		35		22.73		95		61.69		174		41		23.56
Catahoula		76		45.24		23		13.69		147		25		17.01
Claiborne		44		19.13		8		3.48		225		94		41.78
Concordia		45		12.75		79		22.38		323		150		46.44
DeSoto		136		32.08		111		26.18		400		142		35.50
East Baton Rouge		1,274		30.62		496		11.92		4,128		2,003		48.52
East Carroll		38		25.00		21		13.82		147		51		34.69
East Feliciana		19		8.84		20		9.30		202		148		73.27
Evangeline		355		68.14		59		11.32		486		72		14.81
Franklin		116		32.22		41		11.39		309		115		37.22
Grant		113		38.31		37		12.54		299		116		38.80
Iberia		348		30.42		186		16.26		1,101		412		37.42
Iberville		126		28.70		11		2.51		376		274		72.87
Jackson		39		17.18		86		37.89		173		44		25.43
Jefferson		1,308		31.59		986		23.82		3,941		1,323		33.57
Jefferson Davis		274		59.31		48		10.39		452		110		24.34
Lafayette		902		36.76		494		20.13		2,441		1,244		50.96
Lafourche		277		23.01		359		29.82		1,137		273		24.01
LaSalle		89		44.50		42		21.00		161		61		37.89
Lincoln		130		31.55		79		19.17		452		180		39.82
Livingston		925		68.82		220		16.37		1,265		160		12.65
Madison		40		21.05		28		14.74		185		101		54.59
Morehouse		198		44.20		31		6.92		439		155		35.31
Natchitoches		173		32.22		242		45.07		553		89		16.09
Orleans		1,520		23.71		1,154		18.00		6,120		3,584		58.56
Ouachita		522		39.31		338		25.45		1,403		315		22.45
Plaquemines		113		30.05		65		17.29		344		163		47.38
Pointe Coupee		30		12.66		60		25.32		252		198		78.57
Rapides		769		44.92		577		33.70		1,616		366		22.65
Red River		39		26.35		10		6.76		135		56		41.48
Richland		141		45.34		51		16.40		297		90		30.30
Sabine		84		24.78		160		47.20		348		115		33.05
St. Bernard		326		45.03		192		26.52		698		149		21.35
St. Charles		449		61.68		124		17.03		685		159		23.21
St. Helena		13		10.48		25		20.16		119		66		55.46
St. James		228		35.40		38		5.90		590		338		57.29
St. John the Baptist		153		30.66		86		17.23		542		310		57.20
St. Landry		819		64.34		121		9.51		1,232		247		20.05
St. Martin		367		54.37		65		9.63		732		257		35.11
St. Mary		300		34.21		15		1.71		874		458		52.40
St. Tammany		761		30.96		1,171		47.64		2,396		276		11.52
Tangipahoa		194		13.92		93		6.67		1,297		900		69.39
Tensas		20		20.62		6		6.19		97		47		48.45
Terrebonne		622		38.02		508		31.05		1,574		684		43.46
Union		177		61.89		66		23.08		272		30		11.03
Vermilion		243		34.52		172		24.43		657		223		33.94
Vernon		616		70.72		98		11.25		820		109		13.29
Washington		195		64.57		37		12.25		329		47		14.29
Webster		56		9.44		192		32.38		686		493		71.87
West Baton Rouge		114		36.77		71		22.90		316		90		28.48
West Carroll		79		40.10		51		25.89		201		48		23.88
West Feliciana		45		26.32		56		32.75		166		67		40.36
Winn		105		41.18		35		13.73		212		68		32.08
Monroe City		114		13.77		66		7.97		811		533		65.72
Bogalusa City		51		28.98		24		13.64		254		141		55.51

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Student Achievement													
Reading Level Results: Grade 3								Criterion-Referenced Test (CRT) Results				
Students Reading On Their Grade Level				Students Reading Above Their Grade Level				Grade 3				
Number		Percent		Number		Percent		Language Arts		Mathematics		
1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	**Districts**
	23,989		***42.23***		***11,226***		***19.76***	***91***	***90***	***91***	***88***	***Louisiana ****
	500		64.27		0		0.00	92	94	97	95	Acadia
	161		48.35		104		31.23	98	95	96	95	Allen
	267		26.28		327		32.19	92	93	93	90	Ascension
	105		29.17		65		18.06	89	89	91	90	Assumption
	321		60.80		101		19.13	97	92	97	92	Avoyelles
	62		13.81		289		64.37	94	96	93	94	Beauregard
	104		46.43		22		9.82	91	87	90	87	Bienville
	690		49.32		534		38.17	94	95	94	94	Bossier
	2,121		62.40		457		13.45	87	89	87	87	Caddo
	1,213		48.85		17		0.68	96	96	96	93	Calcasieu
	81		51.92		48		30.77	98	95	97	95	Caldwell
	43		24.71		90		51.72	97	97	97	94	Cameron
	82		55.78		40		27.21	94	93	94	93	Catahoula
	87		38.67		44		19.56	90	83	91	82	Claiborne
	93		28.79		80		24.77	91	94	89	91	Concordia
	119		29.75		139		34.75	90	91	87	88	DeSoto
	1,568		37.98		557		13.49	88	87	88	85	East Baton Rouge
	55		37.41		41		27.89	94	87	94	83	East Carroll
	11		5.45		43		21.29	84	86	84	87	East Feliciana
	365		75.10		49		10.08	98	96	96	93	Evangeline
	140		45.31		54		17.48	88	92	86	90	Franklin
	125		41.81		58		19.40	95	96	96	93	Grant
	509		46.23		180		16.35	93	91	94	93	Iberia
	82		21.81		20		5.32	81	85	83	88	Iberville
	38		21.97		91		52.60	92	95	92	96	Jackson
	1,830		46.43		788		19.99	86	86	86	85	Jefferson
	309		68.36		33		7.30	96	98	98	99	Jefferson Davis
	1,090		44.65		107		4.38	92	92	92	90	Lafayette
	200		17.59		664		58.40	93	93	93	91	Lafourche
	82		50.93		18		11.18	91	98	94	93	LaSalle
	111		24.56		161		35.62	95	95	95	93	Lincoln
	962		76.05		143		11.30	95	96	96	95	Livingston
	46		24.86		38		20.54	85	78	86	84	Madison
	261		59.45		23		5.24	92	94	94	95	Morehouse
	186		33.63		278		50.27	88	84	88	82	Natchitoches
	1,828		29.87		708		11.57	83	73	80	71	Orleans
	660		47.04		428		30.51	95	95	94	93	Ouachita
	117		34.01		64		18.60	92	95	90	94	Plaquemines
	14		5.56		40		15.87	91	88	89	92	Pointe Coupee
	799		49.44		451		27.91	96	95	94	93	Rapides
	74		54.81		5		3.70	88	87	94	92	Red River
	152		51.18		55		18.52	94	92	96	88	Richland
	89		25.57		144		41.38	87	95	91	94	Sabine
	499		71.49		50		7.16	91	92	90	90	St. Bernard
	406		59.27		120		17.52	98	97	97	96	St. Charles
	13		10.92		40		33.61	78	81	78	72	St. Helena
	196		33.22		56		9.49	90	93	90	93	St. James
	177		32.66		55		10.15	88	85	90	84	St. John the Baptist
	802		65.10		183		14.85	98	97	98	96	St. Landry
	415		56.69		60		8.20	93	92	94	95	St. Martin
	390		44.62		26		2.97	93	92	94	88	St. Mary
	687		28.67		1,433		59.81	96	97	95	94	St. Tammany
	238		18.35		159		12.26	86	88	88	87	Tangipahoa
	16		16.49		34		35.05	69	85	79	89	Tensas
	387		24.59		503		31.96	94	93	94	93	Terrebonne
	179		65.81		63		23.16	94	97	97	94	Union
	301		45.81		133		20.24	92	90	91	88	Vermilion
	622		75.85		89		10.85	99	98	99	97	Vernon
	245		74.47		37		11.25	91	83	90	81	Washington
	29		4.23		164		23.91	95	86	94	87	Webster
	136		43.04		90		28.48	95	91	95	90	West Baton Rouge
	66		32.84		87		43.28	93	97	96	96	West Carroll
	52		31.33		47		28.31	93	97	91	96	West Feliciana
	105		49.53		39		18.40	93	97	92	96	Winn
	207		25.52		71		8.75	90	85	90	85	Monroe City
	62		24.41		51		20.08	93	91	92	90	Bogalusa City

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1997-98 State Summary of *Progress Profiles* Results by District

Districts	Student Achievement											
	Criterion-Referenced Test (CRT) Results											
	Grade 5				Grade 7				Graduate Exit Examination			
	Language Arts		Mathematics		Language Arts		Mathematics		Language Arts		Mathematics	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana *	***87***	***85***	***89***	***88***	***86***	***85***	***80***	***79***	***84***	***87***	***77***	***76***
Acadia	94	91	95	96	93	92	91	90	82	92	65	73
Allen	92	90	94	96	92	94	87	88	87	90	82	79
Ascension	89	85	91	89	89	86	87	83	86	91	85	85
Assumption	81	74	86	83	90	85	84	78	88	91	87	89
Avoyelles	92	82	96	88	87	87	83	87	86	89	81	77
Beauregard	92	93	96	94	87	89	86	88	86	91	81	81
Bienville	82	90	89	94	89	84	82	77	80	89	77	80
Bossier	92	92	94	95	91	90	86	86	89	90	83	80
Caddo	80	84	84	90	80	81	66	70	78	83	67	66
Calcasieu	95	94	95	94	90	90	81	82	88	92	81	81
Caldwell	96	96	98	97	85	97	80	90	77	89	67	78
Cameron	97	95	95	96	96	99	97	99	94	95	91	94
Catahoula	91	83	92	83	95	94	96	91	94	91	94	83
Claiborne	81	83	84	89	87	88	78	84	82	92	81	72
Concordia	90	90	93	86	86	82	90	86	85	84	63	72
DeSoto	90	78	91	82	86	85	80	84	85	90	78	76
East Baton Rouge	85	83	88	85	84	82	76	72	85	88	78	79
East Carroll	85	77	90	80	65	59	63	50	68	81	60	73
East Feliciana	80	73	83	83	81	86	73	82	82	84	75	73
Evangeline	94	96	94	95	94	95	88	91	91	94	88	86
Franklin	80	81	86	82	79	79	70	67	84	90	76	67
Grant	93	91	94	92	94	92	90	83	93	92	85	78
Iberia	91	85	93	90	87	88	77	81	82	88	74	72
Iberville	87	86	85	88	88	84	85	80	86	92	77	81
Jackson	80	94	89	95	92	93	90	88	84	86	80	72
Jefferson	81	80	84	84	80	79	68	70	83	86	75	75
Jefferson Davis	96	95	97	97	92	97	88	95	91	94	83	87
Lafayette	89	88	88	91	88	89	82	84	86	90	83	84
Lafourche	85	86	88	90	86	87	80	79	85	88	79	77
LaSalle	93	93	95	92	94	96	94	96	92	95	75	85
Lincoln	90	90	93	92	91	92	86	89	89	90	84	84
Livingston	94	93	94	94	93	94	89	91	91	95	83	84
Madison	88	76	93	84	66	66	67	57	86	93	83	80
Morehouse	91	89	94	91	90	88	85	85	79	86	76	74
Natchitoches	84	79	89	83	85	81	79	81	82	90	80	81
Orleans	78	66	79	70	77	70	70	60	69	69	62	52
Ouachita	93	93	92	92	91	91	89	88	90	93	79	79
Plaquemines	86	87	93	89	89	94	88	90	87	94	88	92
Pointe Coupee	79	82	85	91	64	73	68	71	73	79	51	61
Rapides	95	94	92	94	90	90	82	81	89	91	81	77
Red River	84	80	92	87	92	81	90	78	75	96	79	76
Richland	90	89	95	95	91	84	83	79	78	82	78	74
Sabine	88	86	87	91	86	87	85	86	87	91	87	85
St. Bernard	92	92	94	93	89	86	79	80	87	94	84	87
St. Charles	94	96	97	97	91	94	89	94	91	92	90	85
St. Helena	78	77	79	75	74	78	62	70	76	73	68	56
St. James	82	81	85	87	85	71	77	59	81	89	72	75
St. John the Baptist	88	81	87	82	83	76	78	67	81	82	68	62
St. Landry	92	92	95	95	90	91	84	85	85	91	82	87
St. Martin	80	80	86	87	85	84	77	75	85	91	81	86
St. Mary	86	86	88	86	87	87	82	81	86	86	77	73
St. Tammany	94	93	93	93	92	91	89	89	91	95	84	86
Tangipahoa	84	85	89	87	87	88	80	84	85	89	77	76
Tensas	83	80	84	84	92	88	85	76	76	77	79	60
Terrebonne	94	91	96	95	94	93	87	89	89	90	75	70
Union	88	87	94	94	91	88	91	83	85	91	86	78
Vermilion	89	87	89	88	88	88	84	86	89	90	79	77
Vernon	98	96	97	96	94	94	94	95	91	92	83	85
Washington	94	84	95	83	92	88	85	80	83	84	76	62
Webster	90	88	92	85	82	87	74	77	89	90	78	81
West Baton Rouge	88	84	90	84	92	94	89	87	90	89	82	78
West Carroll	85	97	93	99	88	95	91	93	97	98	96	96
West Feliciana	91	94	91	96	91	93	76	84	90	91	83	78
Winn	93	90	95	89	95	88	81	83	94	94	88	90
Monroe City	89	82	90	83	86	86	76	71	72	86	63	72
Bogalusa City	82	85	88	88	79	84	64	73	84	86	69	64

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Student Achievement													
Criterion-Referenced Test (CRT) Results						Norm-Referenced Test (NRT) Results (The Iowa Tests)							
Graduate Exit Examination						Percentile Rank of Avg. Standard Scores for National Student Norms							
Written Composition		Science		Social Studies		Grade 4		Grade 6		Grade 8			
1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	**Districts**	
93	***95***	***82***	***84***	***88***	***88***		***42***		***44***		***44***	***Louisiana ****	
90	98	78	84	82	89		37		44		41	Acadia	
94	96	88	88	91	90		50		48		48	Allen	
96	97	84	88	92	92		47		48		50	Ascension	
96	97	89	91	94	94		38		34		39	Assumption	
97	95	86	83	87	87		38		32		36	Avoyelles	
94	96	84	90	91	91		51		51		48	Beauregard	
86	94	81	85	85	89		35		39		39	Bienville	
94	97	84	86	89	87		51		53		54	Bossier	
91	94	74	77	84	83		46		40		44	Caddo	
97	98	85	89	91	92		53		51		49	Calcasieu	
92	97	80	80	88	82		47		51		40	Caldwell	
99	99	85	91	96	90		51		61		48	Cameron	
98	99	83	93	86	98		53		50		61	Catahoula	
92	95	80	84	93	85		32		37		37	Claiborne	
89	96	73	81	91	90		40		49		37	Concordia	
93	91	82	80	87	80		35		36		44	DeSoto	
93	96	83	85	90	89		40		37		40	East Baton Rouge	
88	94	92	68	95	84		23		20		22	East Carroll	
90	91	80	86	86	73		23		26		32	East Feliciana	
96	99	86	88	92	94		40		43		34	Evangeline	
94	99	83	82	88	87		35		31		35	Franklin	
95	94	86	91	96	95		41		43		47	Grant	
91	93	82	85	87	87		38		45		39	Iberia	
96	97	87	88	93	93		30		33		35	Iberville	
89	95	83	87	85	83		49		38		38	Jackson	
93	96	84	84	89	88		42		43		43	Jefferson	
96	97	88	89	91	89		45		52		52	Jefferson Davis	
96	97	87	89	89	90		53		53		53	Lafayette	
94	95	83	87	89	88		42		44		42	Lafourche	
97	99	86	90	98	93		45		48		55	LaSalle	
93	98	84	82	94	87		50		54		51	Lincoln	
97	98	91	91	92	93		58		58		57	Livingston	
86	91	89	85	94	90		29		23		26	Madison	
90	95	77	83	77	79		38		43		35	Morehouse	
92	95	82	74	89	87		37		43		41	Natchitoches	
85	90	71	69	79	76		22		25		25	Orleans	
96	98	82	86	85	86		54		58		52	Ouachita	
97	99	89	90	94	93		43		41		42	Plaquemines	
83	89	79	78	75	86		28		31		27	Pointe Coupee	
96	97	86	87	90	91		54		55		48	Rapides	
87	76	71	72	89	87		38		35		38	Red River	
92	95	83	79	89	83		36		42		46	Richland	
96	97	87	88	92	90		41		47		46	Sabine	
98	98	90	89	96	93		44		43		42	St. Bernard	
98	99	87	89	94	92		53		57		53	St. Charles	
78	83	78	88	89	90		15		25		30	St. Helena	
89	92	85	88	91	86		32		29		38	St. James	
89	89	76	78	84	83		32		34		30	St. John the Baptist	
96	96	79	83	87	90		47		48		45	St. Landry	
93	95	82	84	92	90		34		38		37	St. Martin	
95	95	84	88	88	88		36		45		51	St. Mary	
98	99	91	93	93	93		64		64		61	St. Tammany	
94	97	85	81	89	87		40		44		42	Tangipahoa	
81	73	60	91	73	82		36		34		31	Tensas	
96	94	88	86	92	90		42		47		43	Terrebonne	
89	93	85	89	94	91		42		38		44	Union	
98	96	86	89	82	91		41		45		47	Vermilion	
96	98	88	93	94	95		58		58		56	Vernon	
93	96	77	79	89	86		37		43		45	Washington	
94	95	88	90	89	90		43		43		46	Webster	
91	96	87	87	93	85		39		40		44	West Baton Rouge	
97	100	89	91	97	94		45		55		57	West Carroll	
96	99	84	91	88	96		49		57		47	West Feliciana	
97	97	88	95	92	93		41		41		46	Winn	
90	92	68	72	77	79		33		39		36	Monroe City	
93	94	72	78	83	87		40		44		37	Bogalusa City	

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

1997-98 State Summary of *Progress Profiles* Results by District

Districts	Student Achievement							
	Norm-Referenced Test (NRT) Results (The Iowa Test)						ACT	
	Percentile Rank of Average Standard Scores for National Student Norms						Average Composite Score	
	Grade 9		Grade 10		Grade 11			
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Louisiana *		43		44		45	19.4	19.5
Acadia		39		38		36	18.8	18.9
Allen		45		39		41	18.1	19.0
Ascension		49		50		48	19.2	19.8
Assumption		36		39		42	18.7	18.5
Avoyelles		37		42		40	18.5	19.0
Beauregard		43		43		41	19.8	19.5
Bienville		44		40		38	17.6	17.7
Bossier		50		51		54	19.9	20.0
Caddo		40		44		50	19.5	19.6
Calcasieu		49		46		49	19.7	20.0
Caldwell		48		42		44	17.2	19.4
Cameron		52		47		41	18.9	18.3
Catahoula		48		49		57	18.4	18.2
Claiborne		40		41		36	17.3	17.9
Concordia		32		39		40	17.5	17.9
DeSoto		41		41		36	18.1	18.4
East Baton Rouge		42		44		48	19.5	19.8
East Carroll		20		21		20	15.8	15.7
East Feliciana		25		36		26	16.0	16.4
Evangeline		41		40		42	18.5	18.1
Franklin		41		38		36	18.5	18.4
Grant		46		47		41	19.0	18.9
Iberia		39		31		35	19.1	19.3
Iberville		36		35		38	17.8	18.2
Jackson		46		42		36	18.4	18.6
Jefferson		44		42		44	18.4	18.8
Jefferson Davis		51		47		47	19.4	19.1
Lafayette		49		54		51	20.4	20.6
Lafourche		50		38		38	19.5	19.4
LaSalle		49		51		43	19.4	19.3
Lincoln		52		52		47	20.0	20.2
Livingston		52		51		53	20.1	19.8
Madison		24		27		29	16.4	17.1
Morehouse		37		36		38	17.6	17.7
Natchitoches		45		44		46	18.9	19.5
Orleans		31		32		36	17.1	17.5
Ouachita		47		47		51	20.2	20.2
Plaquemines		43		46		45	18.0	18.7
Pointe Coupee		25		27		31	17.2	16.7
Rapides		50		54		55	19.8	20.1
Red River		36		27		29	17.0	16.4
Richland		40		37		38	18.7	18.6
Sabine		43		44		43	18.7	19.6
St. Bernard		46		46		50	19.3	19.5
St. Charles		52		53		51	19.8	19.9
St. Helena		29		22		37	15.8	16.3
St. James		33		35		34	17.2	17.5
St. John the Baptist		30		35		37	17.7	18.2
St. Landry		43		42		45	18.6	18.8
St. Martin		36		36		35	18.8	19.1
St. Mary		39		43		39	19.3	20.1
St. Tammany		59		62		64	20.8	21.3
Tangipahoa		43		43		48	19.0	19.5
Tensas		31		34		29	16.1	15.3
Terrebonne		41		41		43	18.7	18.9
Union		44		42		41	18.8	18.5
Vermilion		46		45		44	18.9	19.4
Vernon		57		50		49	19.1	19.2
Washington		40		39		40	18.0	18.0
Webster		44		46		50	18.5	18.7
Baton Rouge		43		47		54	17.8	19.0
West Carroll		50		59		52	20.7	19.9
West Feliciana		52		54		51	18.7	19.3
Winn		42		47		54	19.1	19.1
Monroe City		34		35		32	17.8	17.1
Bogalusa City		38		42		43	17.5	17.7

** The state totals and averages include six university laboratory schools. However, the laboratory schools are not part of any school district and their averages and totals are not included elsewhere in this table.*

Data Sources

American College Testing Program	American College Test (ACT) Results
Annual Financial Report (AFR) System	Financial Indicators
Annual School Report (ASR) Database	Faculty with Advanced Degrees Teacher Certification Class Size Characteristics
Bureau of the Census (1990)	Socioeconomic & Demographic Indicators
College Entrance Examination Board	Scholastic Aptitude Test (SAT) Results
Louisiana Educational Assessment Program	Criterion-Referenced Test (CRT) Results
Louisiana Statewide Norm-Testing Program	Norm-Referenced Test (NRT) Results
Student-Information System (SIS)	School Summary Information Student Enrollment Student Demographics Student Economic Condition Student Attendance Students Suspended & Expelled Student Dropouts

Crescent Elementary School, (Iberville Parish) students from left, Amanda Henson and Jessica Kelley, join Plaquemine High School (Iberville) Beta Club volunteer Ron Walker, in watching Erick Comeaux of Georgia Gulf pull chemically formed 'slime' from a plastic cup. Comeaux demonstrated hydrogen bonding by combining sodium tetraborate with polyvinal alcohol to make the gooey stuff. Photographer: The Advocate, *Tim Mueller*

school year. The overall rates were 7.8% and 10.5% for in-school and out-of-school suspensions respectively. The suspension rates represented a total of 61,311, and 83,256 students who had been suspended in-school and out-of-school respectively at least once during the 1997-98 school year. The in-school suspension numbers showed an increase of 39%, while out-of-school suspensions experienced a modest increase of 5.6% over the 1996-97 school year.

As shown in Exhibit 13, Middle schools reported suspending the highest percentage of their students 14.5% in-school (21,148 students) and 18.3% out-of-school (26,576 students). Meanwhile, elementary schools reported suspending the lowest percentage of students: 3.1% in-school (11,949 students) and 4.8% out-of-school (18,811 students).

Expulsions:

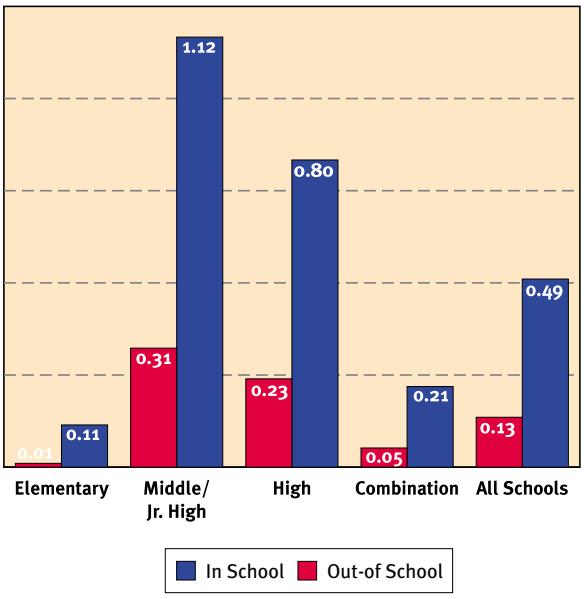
Additionally, in-school and out-of-school expulsion rates also increased as compared to 1996-97. The expulsion rates for in-school and out-of-school were 0.13% and 0.49% respectively. Statewide, a total of 4,915 students were expelled (either in- school or out-of-school) which was almost a 23% increase over 1996-97. Examining school type in Exhibit 14, the middle schools reported expelling the highest percentage of students: 0.31% in-school (448 students) and 1.12% out-of-school (1,629 students). High schools showed the second largest rate of student expulsion with 0.23% in-school (512) and 0.80% out-of-school (1,014 students). Meanwhile, elementary schools reported expelling the lowest percentage of their students: 0.01% in-school (37 students) and 0.11% out-of-school (425 students).

Student Dropouts

The Department of Education has implemented various programs to assist both the local schools and districts in reducing the dropout rate. These programs include disseminating information about successful dropout prevention programs; conducting visits to schools; and holding workshops or conferences on dropout prevention methods and strategies for teachers, counselors, and school leaders (Southern Regional Education Board, SREB, 1996).

Since 1994, the Department of Education has been in full compliance with the National Center for Educational Statistics (NCES) definition for school dropouts. According to NCES, a dropout is "an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following

Exhibit 14: Percent of Students Expelled by Category: 1997-98



exclusive conditions: transfer to another public school district, private school, or state- or district- approved education program; temporary absence due to suspension or school-approved illness; or death."

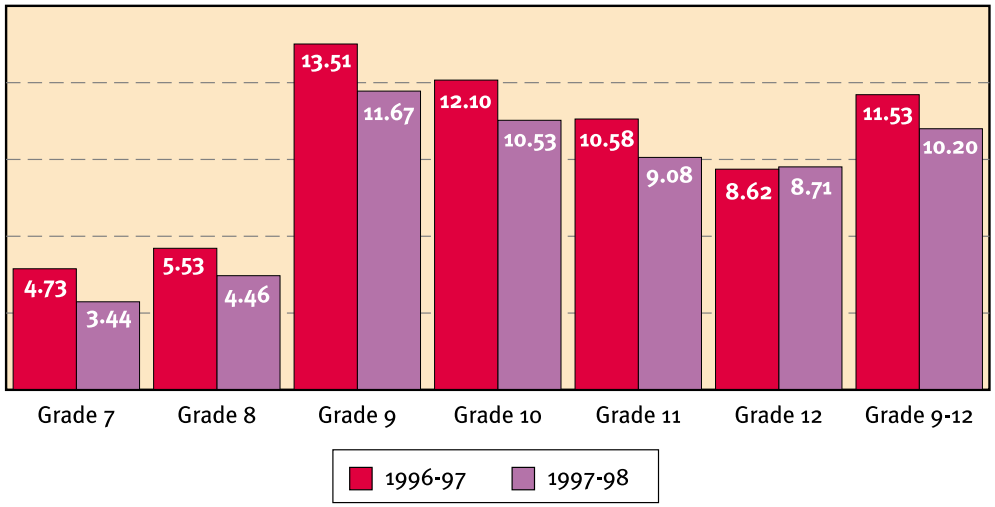
In compliance with the NCES dropout definition, the following also applies:

1) A school year is defined as a 12 month period of time, beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll.

2) A school completer is an individual who has graduated from high school or completed a state- or district approved education program.

3) A state- or district-approved education program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home based instruction, and school-sponsored secondary (but not adult) education programs leading to a General Educational Degree (GED) or some other certification differing from the regular diploma (NCES,1993).

EXHIBIT 15: DROPOUT RATES BY GRADE LEVEL: 1996-97 AND 1997-98



Dropouts by grade

The dropout rate as reported by the *Progress Profiles* Program is an event dropout rate. The event rate reports the proportion of students who leave school in a single year. The *Progress Profiles* report individual grade-level event rates for 7th through 12th grades. A composite rate, for 9th through 12th grade combined, is also reported. To conform with the federal Common Core of Data (CCD) reporting, the state dropout rates are calculated by dividing the total number of dropouts by the number of students enrolled as of October 1, 1998.

Findings: Louisiana appears to be succeeding in decreasing the dropout rates. There has been a significant decrease in the dropout rate for 1997-98 as compared to the 1996-97 school year. Decreases were noted for grade 7 through grade 11, ranging from 13% (grade 10) to 27% (grade 7). In grade 12, however, there was a slight increase of 1%. Exhibit 15 shows the grade by year comparisons as well as the 9-12 grade dropout composite.

Of the 66 school districts, 40 (61%) reported a decrease in dropout rates between school years 1996-97 and 1997-98. At the district level, dropouts rates for grades 9-12 ranged from a low of 4.62% (Vermilion) to a high of 15.67% (East Baton Rouge). The district with the highest increase of student dropouts was Allen (with an increase of 7.8 percentage points). While the district with the highest decrease of student dropouts was Jefferson Davis parish (with a decrease of 7.43 percentage points).

Reading Level Evaluation Results

The ability to read is a basic requirement crucial for surviving in our society. Although this necessary skill is acquired easily by many children, for others, it is not an easy task to master. They require high quality early childhood programs emphasizing language, literacy skills and formal reading instruction. To put this important issue in focus, Act 450 of the 1997 Legislative Session required the collection and reporting of data on the reading-levels of the second and third grade students.

The assessment was administered by each second and third grade teacher during the first month of the 1997-98 school year. Teachers employed a variety of assessment instruments such as basal reading test, informal reading inventory, computerized reading inventory, and other standardized tests such as criterion-referenced and norm-referenced tests. The results identified the number of students reading at, below, and above their required reading levels.

Findings: Statewide, 57% of the second graders (33,174 students) and 62% of the third graders (35,215 students) were identified by their teachers as reading at or above their grade levels. The five districts with highest reading-level results for second and third grade students are shown in Exhibits 16 and 17.

However, 43% of the second graders (25,518 students), and 38% of the third graders (21,585 students) statewide, were identified as reading below their grade levels. The five districts with lowest reading levels results for second and third grade students are shown in Exhibits 18 and 19.

Exhibit 16: Districts with the Highest Reading Level Results for 2nd Grade Students: 1997-98

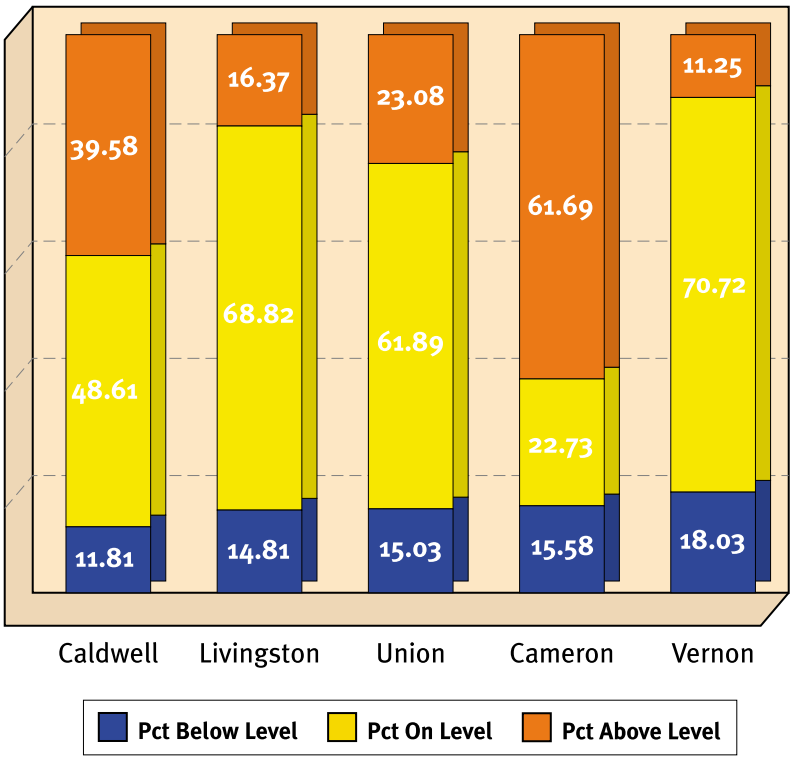


Exhibit 17: Districts with the Highest Reading Level Results for 3rd Grade Students: 1997-98

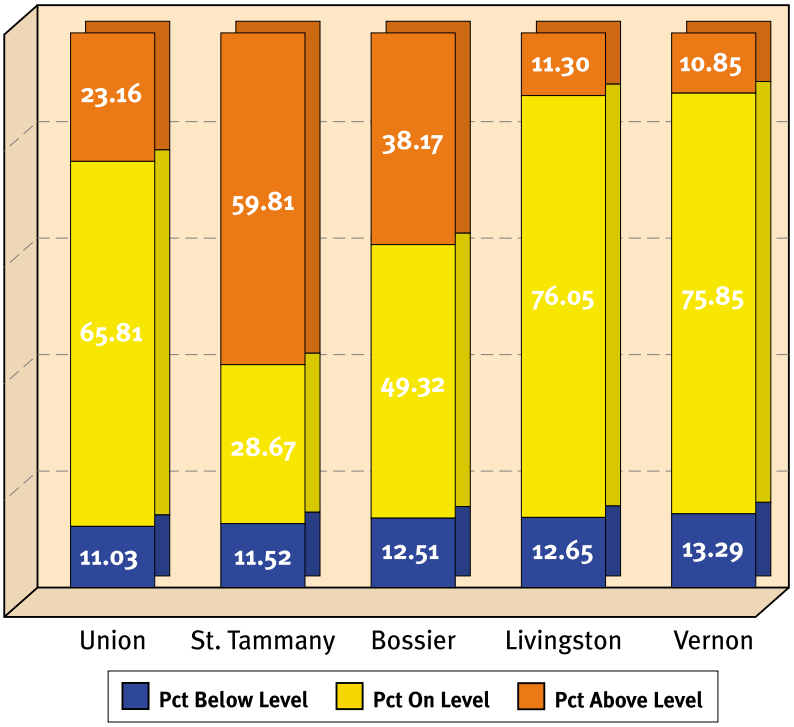


Exhibit 18: Districts with the Lowest Reading Level Results for 2nd Grade Students: 1997-98

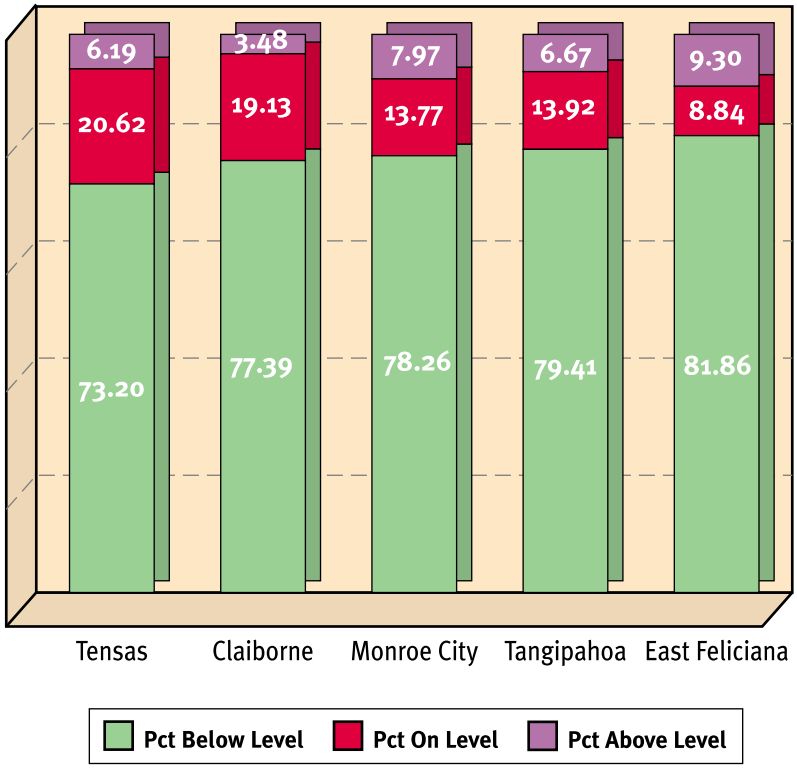
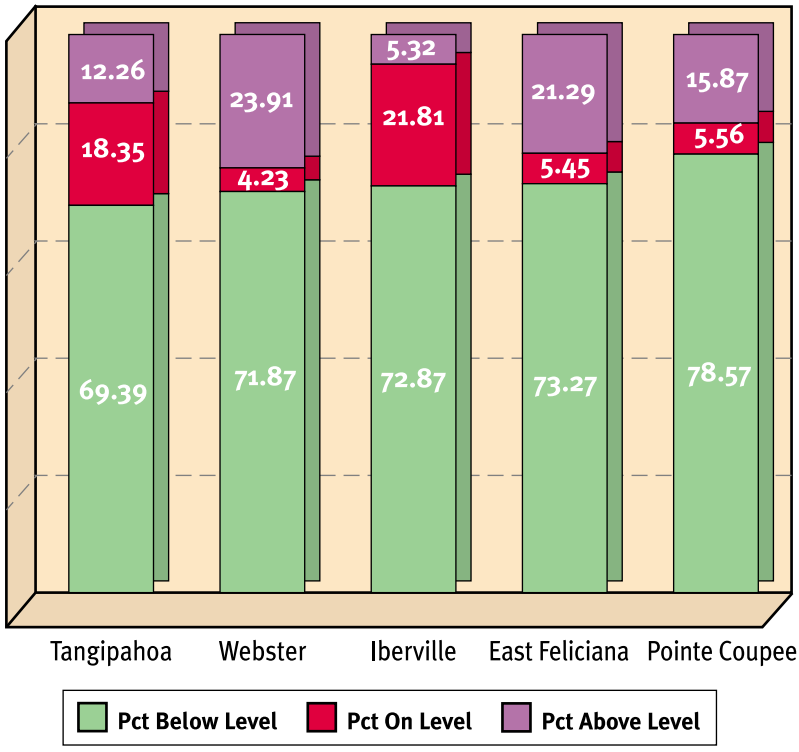


Exhibit 19: Districts with the Lowest Reading Level Results for 3rd Grade Students: 1997-98



Criterion-Referenced Test (CRT) Results

Criterion-referenced tests (CRTs) are designed to measure the student's mastery of specified skills. CRT results are reported within the education indicator system because they provide information on how well students are performing, based on the state-mandated content standards. In Louisiana, CRTs are administered to public school students in third, fifth, seventh, tenth and eleventh grade as part of the Louisiana Educational Assessment Program (LEAP). Of the LEAP tests, administered at the secondary level, the more widely known test is the Graduation Exit Examination (GEE).

To graduate from high school, students must accumulate 23 Carnegie units of academic credit and pass all five components of the Graduation Exit Exam (GEE): English Language Arts, Mathematics, Written Composition, Science, and Social Studies. Students who do not achieve the performance standards set for any of the test components have at least two opportunities each year to retake those portions. They are also offered remedial instruction prior to retaking those test sections. The GEE results reported in the *Progress Profiles* are for first-time test takers only.

The criterion-referenced tests (CRTs) are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Since 1995-96, the *Progress Profiles* Program has reported the criterion-reference test (CRT) scores for all students tested, both regular and special education. The percent of students passing a specific test represents those who score at or above the

performance standard the state sets for that subject area.

Findings: During the 1997-98 school year, 90% of Louisiana's third graders attained state standards in language arts and 88% of Louisiana's third graders attained state standards in mathematics. Furthermore, on average, third grade performance decreased one percentage point in language arts and three percentage points in math between the 1996-97 and 1997-98 school years.

In language arts, 85% of fifth graders met the state standards while 88% met the state standards in mathematics. The changes from 1996-97 to 1997-98 are a decrease in two percentage points for language arts and one percentage point for mathematics.

In addition to the decreases in third and fifth grade, decreases were also found for seventh grade as well. The percentage of seventh grade students meeting state standards during the 1997-98 school year decreased one percentage point in language arts (to 85%) and decreased one percentage point in mathematics (to 79%) from school year 1996-97.

Overall, there appears to be a trend toward attainment rates dropping or staying the same with successive years of schooling. That is, the percentage of students in school year 1997-98 who met state standards in language arts was 90% in third grade, 85% in fifth grade, and 85% in seventh grades. Furthermore, 79% of seventh graders met state standards in mathematics, compared with 88% of fifth graders, and 88% of third graders.

Longitudinal Trends: 1993-94 to 1997-98

The Division of Student Standards and Assessments produces the 1997-98 LEAP Annual Report, which provides longitudinal Criterion-referenced test (CRT) data with individual reports for population subgroups including regular, special and limited English proficient students. With this information it is possible to look at student achievement by grade over a longer time frame. Exhibits 20 and 21 present the percent of students meeting state standards in language arts and mathematics for all students for school years 1993-94 through 1997-98.

Exhibit 20: Criterion-Referenced Test (CRT) Results-Language Arts: 1993-94 to 1997-98. (All Students)

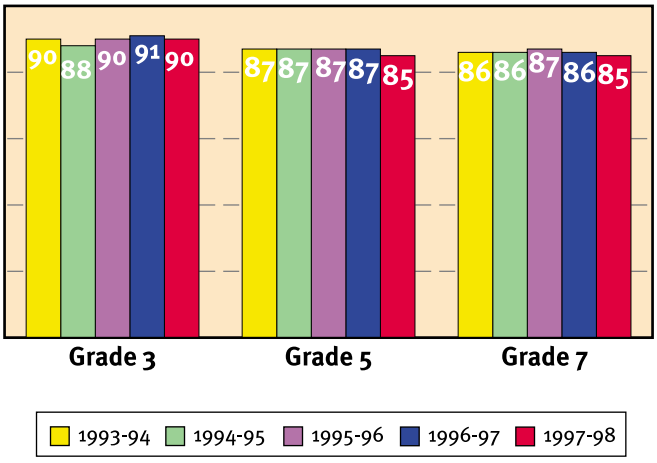
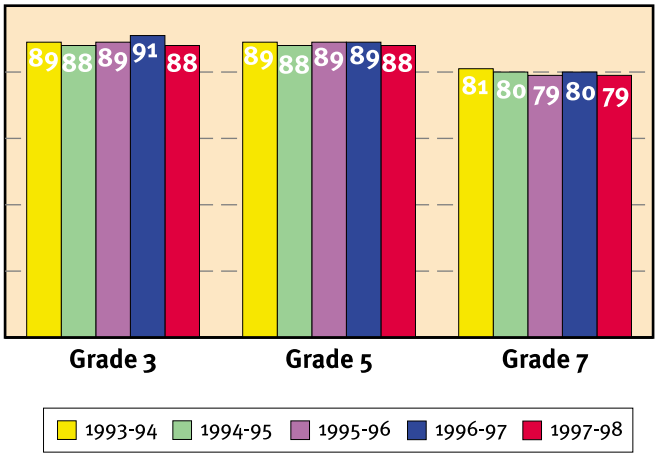


Exhibit 21: Criterion-Referenced Test (CRT) Results-Mathematics: 1993-94 to 1997-98. (All Students)



Recent trends in student performance at the third grade level in language arts and mathematics indicate small fluctuations in student scores, with decreases across both areas for the school year 1997-98. In contrast, fifth grade attainment rates have been steady for the past few years with a decrease across both subject areas for the school year 1997-98. The seventh grade language arts and mathematics performance has declined slightly between 1993-94 and 1997-98.

Cohort Trends: 1993-94 to 1997-98

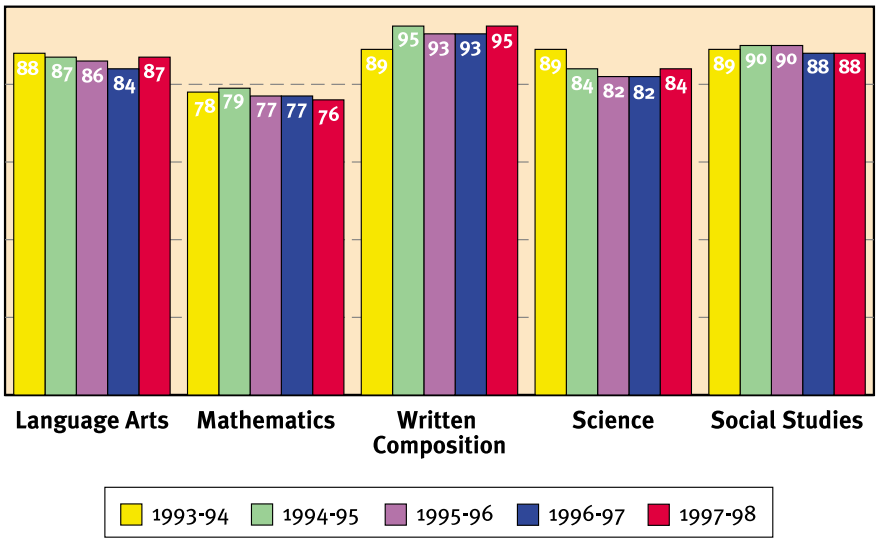
It is important to note that the cohort approach to longitudinal tracking assumes that the demographic profile of the third grade class of 1993-94 did not change during the five years studied. Another approach is to track the performance of a single group of students as they advance through school. Theoretically, the same group of students who were third graders in school year 1993-94, were fifth graders in 1995-96, and seventh graders in 1997-98.

Tracking the language arts attainment rates of the third grade class of 1993-94, it appears that student performance declined roughly four percentage points as the age group progressed from third to seventh grade. An even sharper decline is evident in the cohort's mathematics performance over the same five years. In school year 1993-94, 89% of third graders met state mathematics standards and two years later, 89% of fifth graders students met state mathematics standards. By school year 1997-98, the percentage of students meeting state math standards as seventh graders had dropped significantly to 79%.

Graduation Exit Examination:

Findings: Student performance on the Graduation Exit Examination (GEE) increased by three percentage points (between school years 1996-97 and 1997-98) in language arts (to 87%), by two percentage points in written composition (to 95%), and by two points in science (to 84%). Attainment rates were stable in social studies (at 88%), but in mathematics, there was a one percentage point decrease (to 76%).

EXHIBIT 22: GRADUATION EXIT EXAMINATION RESULTS: 1993-94 TO 1997-98 (ALL STUDENTS)



Longitudinal Trends: 1993-94 to 1997-98

For a broader view of the trends in the Graduation Exit Examination (GEE) results, comparisons with prior years, school years 1993-94 to 1997-98 are drawn from the 1997-98 LEAP Annual Report.

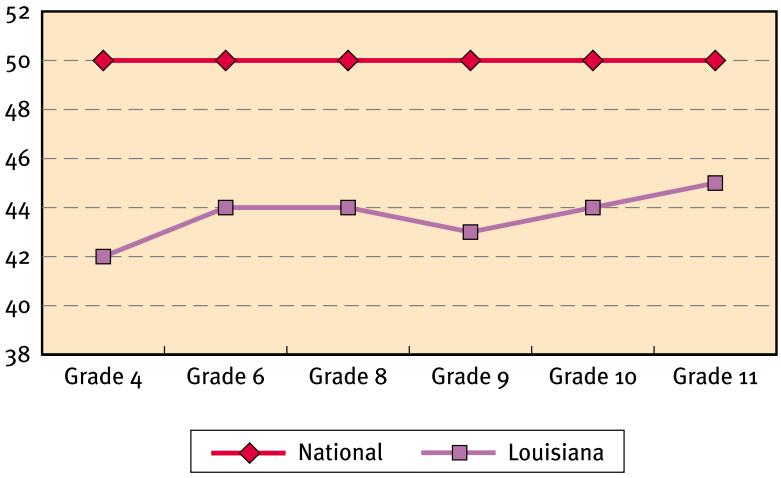
Over the five years shown in Exhibit 22, there has been a gradual downward trend in two of the five subject areas: mathematics and science. Scores in written composition have fluctuated, demonstrating a significant one year improvement between 1993-94 and 1994-95 (a six percentage point increase), followed by a two point decline and a two percentage point increase between 1996-97 to 1997-98. Social studies scores have shown some variation, but have been stable for the past two years. Language arts scores have begun to improve after a four year decline.

Norm-Referenced Test (NRT) Results

The Louisiana Statewide Norm-Referenced Testing Program was established in 1986 as a component of the Louisiana Educational Assessment Program (LEAP). The main goal of this program is to provide parents, students, educators, and policymakers with the norm-referenced data that may be utilized for evaluating student, school, district, and state performance. Beginning spring 1998, the test administered to Louisiana school students changed from the California Achievement Test to the *Iowa Tests of Basic Skills* (ITBS) and the *Iowa Tests of Educational Development* (ITED).

Approximately 166,100 Louisiana public school students in grades 4, 6, and 8 took the Complete Batteries of the *Iowa Tests of Basic Skills* Form L. Approximately 139,200 public school students in grades 9, 10, and 11, took the Complete Batteries of the *Iowa Tests of Educational Development* Form M. Louisiana public school students were assessed in the core content areas of reading, language, and mathematics, and the additional areas of spelling, study skills, science, and social studies in a traditional multiple choice format.

Exhibit 23: Iowa Test Results - Percentile Rank of Average Student in Louisiana: 1997-98



The results are reported as a national percentile rank (NPR) which shows the student's relative position or rank compared to a representative group of students nationwide in the same grade. For example, a national percentile rank (NRP) of 42 means that the typical student in the state scored the same as or higher than 42 percent of the students in the national norm group, and slightly below the median of the group. The percentile ranks range from 1 to 99, with 50 denoting average performance, and are especially useful for determining the areas of strength and weakness for a student, class, or grade group.

Findings: For all grades assessed in

the State of Louisiana, the average standard score was at or below the 45th percentile.

Specifically, as shown in Exhibit 23, the state percentile rank for fourth grade was the 42nd percentile, or 8 percentile points below the national average (50). The state percentile rank of the average standard score for sixth grade was the 44th percentile and the eighth grade percentile rank of the average standard score was the 44th percentile. For grades nine, ten, and eleven, the norm-referenced percentile ranks for the state were: the 43rd percentile, the 44th percentile and the 45th percentile respectively.

In summarizing the norm-referenced test data across school districts, the following conclusions were noted:

- St. Tammany parish had the highest percentile ranks for all grades tested,
- Livingston, Vernon, Ouachita, Catahoula, Cameron, and West Feliciana parishes all had high percentile ranks across several grades,
- East Carroll parish had the lowest scores across all 6 grades tested,
- Madison, Orleans, and East Feliciana parishes had low percentile ranks across multiple grades.

EXHIBIT 24: AMERICAN COLLEGE TEST (ACT) RESULTS BY SUBJECT AREA AND LEVEL OF CORE COURSEWORK COMPLETED: 1998

Subject Area	Scores for Students who Completed a Core Curriculum	Scores for Students who Did Not Complete a Core Curriculum
English	**20.7**	**16.6**
Mathematics	**19.8**	**16.3**
Reading	**20.7**	**17.2**
Science	**20.4**	**17.5**
Composite	**20.5**	**17.0**
Total Composite (All Students)		**19.5**

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student readiness for college. Louisiana public colleges and universities require that all students applying for admission take the ACT.

The ACT composite score is an average of the scores for the four ACT subtests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

The ACT results shown are those reported for graduating seniors. The results include test scores for twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score was included.

The statewide ACT scores include the scores earned by both public and nonpublic school students. This reporting method was deliberately selected to keep the *Progress Profiles* statistics consistent with nationally reported figures, which are based on the combined performance of public and nonpublic students.

Findings: The ACT composite score for Louisiana increased 0.1 (to 19.5), breaking the four-year trend of no movement in the composite score. In

comparison, the national composite score remained constant at 21.0. In comparison to the Southern Regional Educational Board states, Louisiana ranks 12th of 15 states belonging to the Southern Regional Education Board, that is Louisiana ranks above North Carolina (19.4), South Carolina (19.0), and Mississippi (18.7). Louisiana's average composite score was 1.5 points below the national average (21.0) and 0.5 points below the SREB average (20.0).

The number of Louisiana students taking the ACT increased 3% (924 students) as compared with a 3.8% increase for the nation. A greater proportion of students (76% of graduates) take the ACT in Louisiana. Only three other states have a higher percentage of students taking the ACT: (Mississippi, 81%; North Dakota, 78%; and Tennessee, 77%). The Louisiana percentage is more than twice the national average (37%).

ACT research finds that scores are highly linked to the amount of core coursework completed by the student. As shown in Exhibit 19, those Louisiana students who have completed a typical college preparatory curriculum (four English courses, three mathematics, three social studies and three natural sciences) were found to have higher average scores in all content areas (American College Testing Program, 1998).

Scholastic Aptitude Test (SAT) Results

The Scholastic Aptitude Test (SAT) is designed to predict success in the freshman year of college. Though student scores on the SAT are widely cited around the nation as an indicator of student preparedness for college, the SAT is not required by Louisiana public colleges and universities. In 1997-98, 8% of Louisiana's high school seniors took the SAT compared to 43% of the nation's high school seniors.

Findings: Louisiana's Scholastic Aptitude Test (SAT) scores for 1997-98 high school seniors were well above the national mean score in both the mathematics and verbal sections. Louisiana's verbal mean score was 562 and the mathematics score was 558. The average scores nationwide were 505 on the verbal section and 512 on the mathematics section.

Between 1988 and 1998, increases in Louisiana's verbal and mathematics scores have out-paced the growth in national scores. The verbal mean score has increased 11 points (from 551 to 562) and the mathematics mean score has increased 25 points (from 533 to 558). The national verbal mean score remained fairly stable (505) and the mathematics score increased 11 points over the same time period (from 501 to 512) (College Examination Board, 1998).

Students in Tioga High School's teacher cadet class (Rapides Parish) work on a project as they learn different activities they will use to teach other students when they begin student teaching in early November.
Photographer: Alexandria Daily Town Talk, *Stephen Reed.*

Socioeconomic and Demographic Indicators Associated with Educational Attainment

Research shows that socioeconomic and demographic variables are related to school performance (NCES, 1996). This section of the State Report presents state-level socioeconomic and demographic data. These data provide a context for interpreting the other indicators presented in the *Progress Profiles*. Relevant national statistics are included for comparison purposes as well. Most of the socioeconomic and demographic data that follow are extracted from the Bureau of the Census data, Louisiana Department of Health and Hospitals Vital Statistics data, and the Northeast Louisiana University, Center for Economic Research. Although every effort was made to obtain the most recent data available for each indicator, for some of the indicators the 1990 Census data was the most current.

The data presented in this section include:

- Educational Attainment,
- Labor Force and Unemployment Data,
- Household and Per Capita Income,
- Single Parent Households,
- Poverty, and
- Teenage Pregnancy.

Educational Attainment

The socioeconomic status of a community is related to the educational attainment of its members. For the purposes of this report, education attainment is divided into three levels:

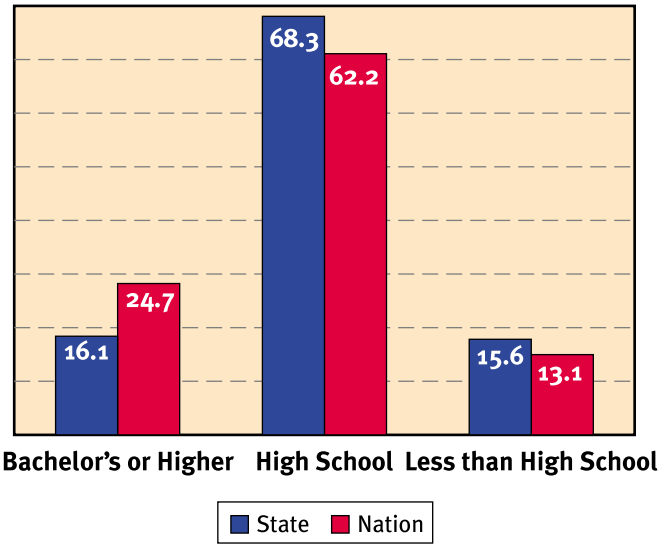
1. Less than a high school degree (persons of compulsory school attendance age or older, who are not high school graduates);

2. High school degree (persons whose highest degree is a high school diploma or its equivalent, have attempted some college, or have received an associate degree). Persons who reported completing the twelfth grade, but have not received a diploma, are not included; and

3. Bachelor's degree or higher (those who have received a college, university, or professional degree).

Exhibit 25, compares education attainment in Louisiana and the nation. Based on the 1995 data from the National Center for Educational Statistics (NCES) and the Northeast Louisiana University, Center for Business and Economic Research, Louisiana's population has a slightly higher percentage of persons with less than a high school degree, 15.6% as compared to the nation's 13.1%. Further, Louisiana is trailing the nation by a wider margin in the percentage of citizens with a bachelor's degree or higher, 16.1% to the nation's 24.7%.

EXHIBIT 25: EDUCATION ATTAINMENT



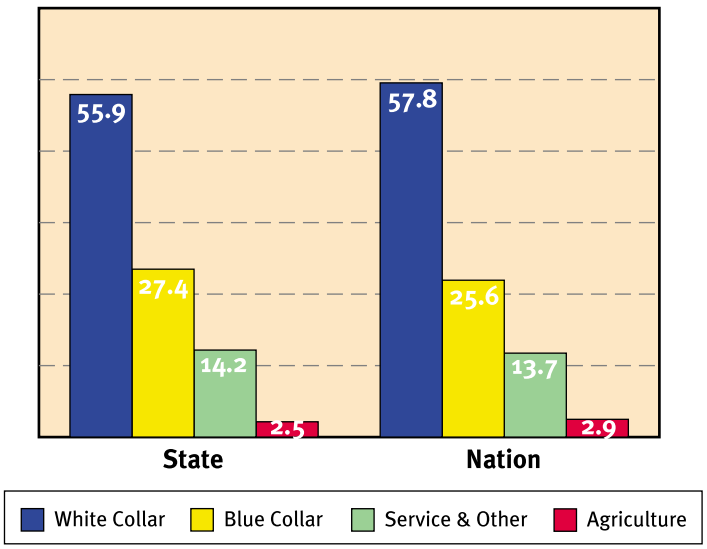
Source: U.S. Department of Education, NCES (1995)

Labor Force and Unemployment Data

For the purposes of this report, labor force has been divided into four categories: white collar, blue collar, service, and agriculture. White collar jobs include executive, administrative, and managerial occupations; professional specialty occupations, technicians and related support occupations; sales occupations; and administrative support occupations, including clerical. Blue collar jobs include precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers. The service sector includes private household occupations, protective service occupations, and other service occupations. The agricultural sector is composed of farming, forestry, and fishing industry jobs.

Louisiana's labor categories are similar to the national labor force. In Louisiana, 55.9% of jobs are white-collar, 27.4% are blue-collar, 14.2% are service jobs, and 2.5% are agriculture-related jobs. Nationally, 57.8% of jobs are white-collar, 25.6% are blue-collar, 13.7% are service jobs,

Exhibit 26: Labor Force



Source: U.S. Bureau of Census, (1990)

and 2.9% are agriculture-related jobs (Bureau of Census, 1990).

On the unemployment front, based on the 1996 US. Department Of Labor data, the State of Louisiana is trailing the nation, 6.6% unemployment rate for Louisiana as compared to 5.4% for the nation.

Household and Per Capita Income

Household income is divided into seven major categories, beginning with below $15,000 and ending with $100,000 and above. Based on 1990 Census data, Exhibit 27 compares the household income in Louisiana with that of the nation. As shown in this exhibit, there is a significant difference between Louisiana and the nation with regard to household income distribution. With more than 50% of Louisianans' earning $24,000 or less, the average household income of Louisiana's population is substantially lower than the national average (Bureau of the Census, 1990).

Further, based on the 1996 statistics from the Northeast Louisiana University, Center for Business and Economic Research, the per capita income in Louisiana ($19,709) is substantially lower than the national average ($24,436).

Single-Parent Households

The number of children living in single-parent families is growing rapidly. According to the U.S. Department of Education, only 11% of children lived in single-parent families in 1970, compared to 24% in 1992. Almost one out of every four children in this country lives in a single-parent household [57% black, 29% Hispanic, and 19% white] (NCES, 1993). Children from single-parent families are more likely to be a minority, living with a female parent who did not finish high school, and living in poverty (Stedman, 1987). Research indicates that a single parent household is typically headed by a working mother and, compared with the two-parent family, has fewer resources and tends to relocate more often. Students from one-parent families tend to have more discipline problems (Rody, 1984); a higher incidence of tardiness, truancy, emotional, and behavioral problems; and school mobility at both the elementary and high school levels (Brown, 1980).

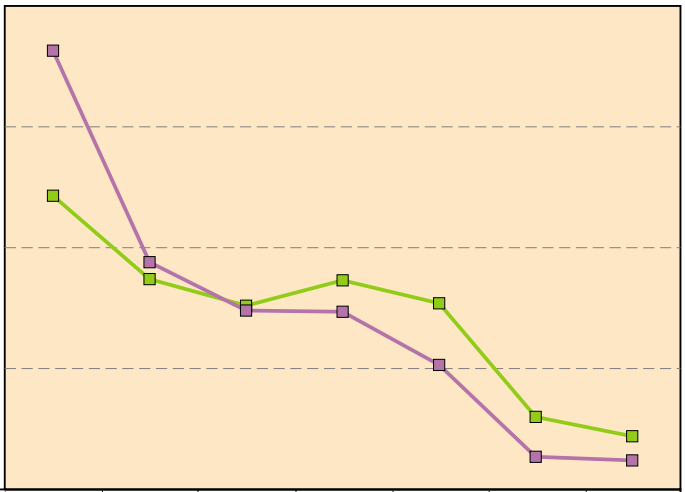
Poverty

Research indicates that there is a strong relationship between lower educational attainment and poverty, especially persistent poverty. Children from low-income families tend to have lower-than-average achievement and higher-than-average dropout rates. Additionally, they often start school with no preschool experience; "...many children live in poverty (21.9%) and typically live in the same neighborhoods and attend school together" (NCES, 1994).

As Zill (1985) points out, academic differences that exist between poor children and those who are more affluent do not stem merely from lack of money, but from other variables that are correlated with poverty. These include lower level of parental involvement in the educational process of their children, family structure, large number of siblings, and lack of intellectual stimulation in the home.

The 23.6% of Louisianians who are below the poverty level is almost 1.5 times that of the nation at 15.7% (Northeast Louisiana University, Center for Business and Economic Research, 1993).

Exhibit 27: Household Income Distribution by Income Ranges



Salary ranges in thousands	<$15	$15-24	$25-34	$35-49	$50-74	$75-99	$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: U.S. Bureau of Census, (1990)

Teenage Pregnancy

Teenage mothers, as a group, tend to have a lower socio-economic status and are more likely to have a poor academic history (Stedman, 1987). Research indicates that early childbearing has a negative effect on the educational achievement of teenage mothers. Stedman (1987) states, "The number of years of schooling for women between 20 and 40 years who had their first child by age 17, is about 25 to 30 percent lower than it is for women who postponed childbirth" (p. 52).

Although a substantial portion of teenage mothers return to school after their child is born, and some even finish high school, teenagers who give birth while in school are less likely to graduate from high school or to pursue a GED than those who do not give birth while in school (Mott & Marsiglio, 1985).

Based on the statistics provided by the Louisiana Department of Health and Hospitals (1996), the state's pregnancy rate for young teenagers (15 to 17 years old) is 18.9%, almost 50% more than that of the national rate, 12.9% (Louisiana Department of Health and Hospitals, 1996).

Students at Curtis Elementary (Bossier Parish) take a look at the new Freedom Shrine that was recently unveiled at the school.
Photographer: The Times, *Christobal Perez*

The Freedom Shrine is a collection of nearly 30 framed replicas of historical documents.
Some of the documents in the Freedom Shrine are:

- *The Declaration of Independence*
- *Martin Luther King, Jr's, "I Have A Dream" Speech*
- *The Bill of Rights*
- *The U.S. Constitution*
- *John F. Kennedy's Inaugural Speech*
- *The Emancipation Proclamation*
- *The Gettysburg Address*
- *The Mayflower Compact*

Rhonda Hamilton grimaces while attempting to make a hole in garden plastic so she can help put in plants as part of a fifth-grade class project at Park Elementary School, East Baton Rouge Parish. The gardening project was possible due to the $1000 grant from the Academic Distinction Fund.
Photographer: The Advocate, *Bill Feig*

Financial Indicators

According to the Education Commission of the States report, "How Much Are Schools Spending?: A 50 State Examination of Expenditure Patterns Over the Last Decade" (1993), educators and policy makers need to understand four major points about education and finance: 1) how spending levels change over time, 2) how state and local support for public schools fluctuates, 3) how salary levels of instructional staff change, and 4) how the number of instructional staff working in schools evolves over time. A foundation for understanding can be partially built by describing the current condition of school district finances. Information about district revenues and expenditures can be found in detail in the *District Composite Report* for each district and the *Annual Financial and Statistical Report, Bulletin 1472*.

Factors such as the cost-of-living and the educational needs of children, in addition to the wealth of the school district, must be considered. Districts in high cost-of-living regions need more revenue to give employees salaries that are comparable to those of employees in low cost-of-living regions. School districts with high percentages of disabled, limited English-speaking, and poor children have to raise more monies to provide an education comparable to that provided in those districts with lower percentages of those children (NCES, 1995). There can be no denying the essential role played by money in attracting, hiring, and retaining good teachers, acquiring up-to-date instructional media; and building/maintaining schools. Financial indicators included in this section are:

- Revenues
- Expenditures
    - Δ Per Pupil Expenditure
- Teacher Salary
    - Δ Average Salary
    - Δ Beginning Salary

Revenues

Revenues are governmental funds appropriated to pay for educational expenses. Funds are established for specific activities or to achieve certain objectives of the Local Education Agencies (LEAs), according to special legislation, regulations, or other restrictions.

Educational revenues come from three sources: local, state, and federal governments.

(1) Revenues from local sources are monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, and earnings on investments, food services, and community services.

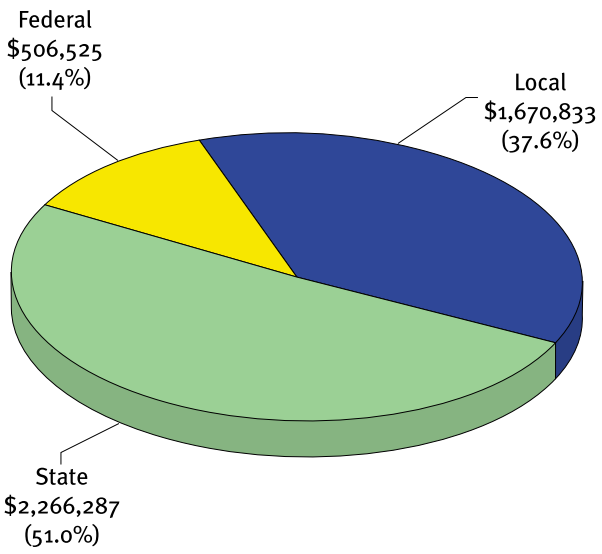
(2) Revenues from state sources are monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Programs.

(3) Revenues from federal sources are monies received from the federal government through a variety of programs such as Improving American Schools Act (IASA), Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.

Other sources of revenues include the sale of bonds, interfund transfers, sale or compensation for loss of fixed assets, loans, and judgments (LDE, 1996a).

As indicated in Exhibit 28, the state of Louisiana provides more than half (51%) of the total revenues for public education. The average portion of revenue provided by the LEAs is 37.6% whereas the federal government provides approximately 11.4% of the revenues. While the amount varies from one district to the next, overall, there is heavy state involvement in educational funding in Louisiana (LDE, 1998a).

EXHIBIT 28: SOURCES OF EDUCATIONAL REVENUES: 1997-98
(REVENUES IN THOUSANDS)



Expenditures

Expenditures are charges incurred, whether paid or unpaid, which benefit the current fiscal year. For elementary/secondary schools, these include all charges for fiscal action plus capital investments and interest on school debt.

Activities for which services or material objects are required are called functions of the LEAs. These activities are classified in the following three broad categories:

- Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.

- ➢ Non-instructional Expenditures: monies spent for school administration, business services, operations and maintenance, transportation, central services, food services, enterprises, and community services.
- ➢ Facility Acquisition & Construction Services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.

Exhibit 29, reveals that in 1997-98, the state of Louisiana spent a larger portion of its expenditures on instructional services (66%) than on non-instructional services (29.8%).

Per Pupil Expenditures

Louisiana's 1997-98 per pupil expenditure was $5,714, a 10% increase over 1996-97 school year per pupil expenditure of $5,191. To arrive at this figure, total expenditures including interest on debt (minus debt services) were divided by the adjusted October 1 student membership on 763,840 students.

Teacher Salary

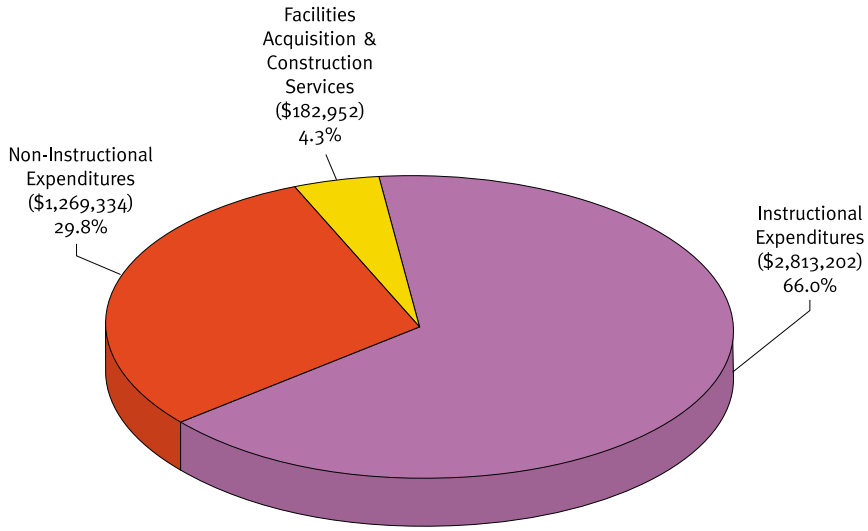
Average Salary

The 1997-98 average annual teacher salary for full-time classroom teachers in Louisiana was $31,131, a 7% increase from 1996-97 ($29,025) and a 16% increase from 1995-96 ($26,800). The average annual teacher salary for the school districts ranged from a low of $23,674 in Jackson Parish to a high of $37,824 in Orleans Parish.

Beginning Salary

In 1997-98, the salary budgeted for a beginning teacher in Louisiana with a Bachelor's degree and no experience varied widely across the state from $17,744 in Franklin Parish to $27,377 in St. Charles Parish (LDE, 1997a).

EXHIBIT 29: EXPENDITURES BY MAJOR CATEGORIES: 1997-98
(EXPENDITURES IN THOUSANDS)



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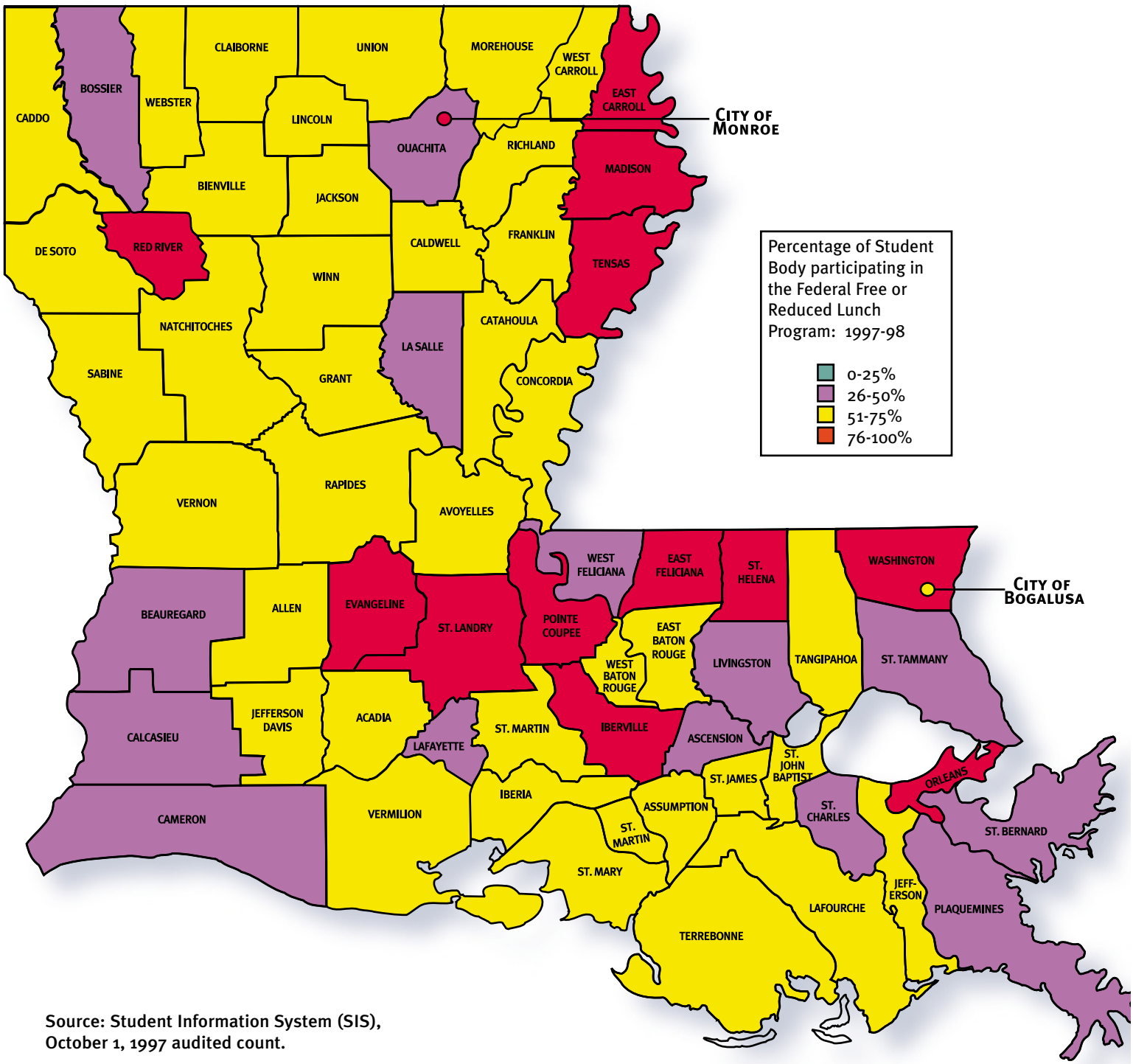
Louisiana's 66 Public School Districts

Exhibit 7: Economic Condition of Public School Population by District.



Source: Student Information System (SIS), October 1, 1997 audited count.

Statewide, 59.2% of all students participated in the Free or Reduced Lunch Program during 1997-98.